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ABSTRACT

Program development and evaluation procedures involving faculty, students, and community in a continuous curriculum development project are given in this second-year report of the Fairfield, Indiana, community schools. The report is divided into 6 sections: (1) the process of developing conceptually designed curricula, (2) the processes of the professional staff, (3) analysis of professional growth, (4) analysis of the administrator-teacher relationships, (5) dissemination process and cost, and (6) the most significant change during the second project year. Exhibits illustrating workshop activities, as well as statistical evaluations of the project's impact on teachers and students, are appended. The first year of this program, which is funded under Title III of the Elementary and Secondary Education Act, is reported in a related document, ED 021 665. (TL)

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# SECOND YEAR EVALUATION REPORT CONTINUOUS CURRICULUM DEVELOPMENT-- RURAL SCHOOL

FAIRFIELD COMMUNITY SCHOOLS
R. 4, BOX 224, GOSHEN, INDIANA

MARCH 1968 - APRIL 1969

HERBERT T. TILLEY, DIRECTOR

RC004267

## TABLE OF CONTENTS

Schedule of Exhibits . . . . . . . . . . . . . . . . . . . . i

Preface . . . . . . . . . . . . . . . . . . . . . . . . . ii

Acknowledgments . . . . . . . . . . . . . . . . . . . . .iii

Introduction . . . . . . . . . . . . . . . . . . . . . . iv

I. Recording the Process of Developing a Conceptually-Designed Curricula . . . . . . . . . . . . . . . . . . . . . 1

- A. Two Years of Problem Identification of Professional Staff in Developing the Program . . . . . . . . . . . . . . . . . 2
- B. Teachers Involvement in Decision Making . . . . . . . . . . 3
- C. Flow Chart of the Curriculum Development Process . . . . . 5
- D. Analysis of the Program That Was Developed . . . . . . . . 6
- E. Evaluation of the Program That Was Developed . . . . . . . 6
- F. Interaction of Personnel Involved in Curriculum Development 7
- G. Evaluation of Interpersonal Relations . . . . . . . . . . 7
- H. Endeavors Exceeding Expectations and Not Meeting Expectations in Developing Curricula . . . . . . . . . . . 8
- I. Recording and Analyzing the Development of Teacher Aides in the Program . . . . . . . . . . . . . . . . . . . . . 8
- J. Evaluation of the Teacher Aides in the Program . . . . . . 9

II. Recording the Process of the Professional Staff . . . . . . . 10

- A. Student Evaluation Processes Developed . . . . . . . . . . . 15
- B. Visitations and Colleges . . . . . . . . . . . . . . . . . 18
- C. Visitations of Fairfield Personnel . . . . . . . . . . . . 19
- D. Evidence of Teacher Growth . . . . . . . . . . . . . . . . 22
- E. Analysis of Professional Staff In Curriculum Development . 23
- F. Evaluative Statement on Curriculum Development Completed by the Professional Staff . . . . . . . . . . . . . . . . 24
- G. Recording and Analyzing the Process of Implementing the Program . . . . . . . . . . . . . . . . . . . . . . . . . 25
- H. Evaluative Statements of the Elementary Program . . . . . . 27
- I. Evaluation Statements of the Secondary Program . . . . . . 30
- J. Recording and Analyzing the Community Involvement with the Program . . . . . . . . . . . . . . . . . . . . . . . . 31
- K. Evaluative Statements Regarding the Community Involvement. 34
- L. Recording and Analyzing of the Board of School Trustees . 34
- M. Evaluation of the Board and Its Involvement . . . . . . . 36

III. Recording and Analyzing the Professional Growth . . . . . . . 37

- A. Evaluative Statements Regarding the Professional Growth of Staff . . . . . . . . . . . . . . . . . . . . . 38

IV. Recording and Analyzing the Administrator-Teacher Relationships 39

- A. Evaluative Statements Regarding Administrator-Teacher Relationships . . . . . . . . . . . . . . . . . . . . . . 40

V. Dissemination Process and Cost . . . . . . . . . . . . . . . . 40

VI. The Most Significant Change from the Second Project Year . . . 41

# SCHEDULE OF EXHIBITS

Exhibit — Page

A Cognitive and Affective Objective Goal Analysis 43

B Random Interviews of Affective Learning 47

C Teacher and Administrator Attitude Inventory 56

D A Five-Year Study of Course Trends 70

E A Three-Year Study of Number Required Courses 72

F Differential Value Profile 74

G Absenteeism -- A Three Year Study 77

H Participation in Extra Curricular Activities--Two Year Study 78

I Inventory of Learning To Learn 81

J Teacher-Aide Training Program 85

K "What Is Effective Leadership" 88

L Implementing An Innovative Program 90

M Analysis of The Pharmacy of Alternatives 99

N Student Evaluation Instruments 106

O Mr. Merle T. Strom and Paul W. Nesper Evaluation Report 107

P An Analysis of Visitations from the Past Three Years 110

Q Staff Perception of the High School Principal 112

R Taylor Anxiety Inventory 113

S Professional Growth Inventory 116

T. Elementary Pilot Reading Program 118

U Analysis of Teacher Training and Experience for the Past Five Years 130

V An Analysis of Student Achievement 133

W Content Analyses of the Open Ended Questions on the "Teacher Changes That Led to A Different Role of the Administrator" Questionaire 135

X Purdue Teacher Opinionaire 141

Y Inventory of Adult Opinion 178

# PREFACE

The Elementary and Secondary Education Act of 1965 has provided opportunities for making significant national changes in educational practices. The most significant thrust has been implemented through the innovative and exemplary programs of Title III, ESEA. Real change occurs only when people change in their attitudes, beliefs, and values. The most significant changes occurring in our educational world result from a change in the way that people work with each other. Otherwise, changes proposed in education become trivialities when a teacher closes the classroom door.

If changes are to occur at a pace that can be of value to this generation of boys and girls, teachers should be trained and made receptive to new ideas, to new techniques, and to significant changes in educational practice that have been tested and evaluated.

It is certainly laudable to know of the thousands of creative and up-to-date practices that have been launched through the Title III projects. The topics of the projects are indicative of the potential direction toward greater individualized teaching and learning.

## ACKNOWLEDGMENTS

This report is the product of the cooperative efforts of a number of people. Lloyd W. Harrell, Superintendent, Herbert Tilley, Secondary Principal, and Gorman Miller, Elementary Supervisor began in January 1967 on a creative venture to bring about substantial innovation in the small rural community served by the Fairfield Community Schools, Goshen, Indiana.

The consultant efforts of Dr. Kenneth Foster, Ball State University and Dr. Robert Mahan, State Office of Superintendent of Public Instruction provided the expertise needed to refine and have funded a Title III Project, entitled, "Continuous Curriculum Development--Rural Education."

We are grateful for the leadership demonstrated by Assistant Superintendent, Marvin Ward, the Elementary Principals, John Andrews, and John Secor; as well as the Secondary administration, Max Bailey and James Hettler. We appreciate the efforts of all of the team leaders, assistant team leaders, teachers, and teacher aides to plan and implement the innovative practices.

Appreciation is also expressed to the many consultants who have provided many helpful services for the success of the pioneer venture in this rural area of northern Indiana. These consultants in order of inclusion in the project were: Drs. David Beggs, Dale Baughman, Roger Cunningham, Eldon Ruff, Joe Lillich, Ivan Fitswater, Donald Orlosky, J. Lloyd Trump, James Olivero, Melvin Heller, Evelyn Carswell, Dwight Allen, J. William Asher, Robert Kane, and Ernest McDaniel. Richard Cook is also acknowledged for his research design efforts included in this report.

We are grateful to the U. S. Office of Education for the expedient handling of the project.

The Indiana Office of Superintendent of Public Instruction through the efforts of Corinne Walker, State Director of Title III, Alice Reynolds, State Title III Consultant, Dr. Harold Negley, Assistant Superintendent for Instructional Services, Esther Ryan, Assistant Director of Elementary Education, John Hand, English Consultant and James White, Music Consultant, have all provided expedient and cooperative services for the project.

# INTRODUCTION

The second evaluative report is both a narrative and research supported document. It is hopeful that the process that has been utilized in this rural district can also be utilized when other districts desire to initiate and implement changes in their curricula and organizational pattern. Maybe, other districts will not have to duplicate through trial and error the major task of mapping out areas in which innovation can proceed.

The Title III project was funded in July 1967 in Fairfield Community Schools. This small-rural district located in northern Indiana, with 1600 students is a consolidation of three townships and has maintained a traditional program for the past 40 years. The basic organizational pattern for the district has been 6-6, self-contained classrooms being the elementary organizational pattern until the past 4 years when departmentalization was implemented in grades 5 and 6. The students in grades 7-12 were housed in two separate centers with a traditional program until this year when a new facility and program were put into operation.

The entire Fairfield community is interested basically in a high-quality-educational program and provided the impetus for the project. The Title III project, "Continuous Curriculum Development--Rural Education," has had four major thrusts in order to improve the educational process for Fairfield as well as provide a model for other districts to use if they would pursue innovative ventures. These basic objectives are:

A. To plan a curriculum for the Fairfield Community Schools which:
   Recognizes the individual student as a unique student who learns in his own way at his own pace.
   Places emphasis on the development of the self-concepts of students.
   Allows each child to select and work toward his individual goals in a democratic way, also recognizing his privileges and responsibilities to his fellowman.

B. Recording, analyzing, and evaluating the process by which the faculty, students, and patrons of the community approach the problems of curriculum development.
   To record the interactions of people as the curriculum evolves; To study the effect of success and failures of long strides and short ones on individual growth of the participants; to evaluate the process through: (1) Description and scope of individual envolvement; (2) Student growth in terms of behavioral goals and possible functions of the school.

C. Increase the professional level of the faculty of the Fairfield Community Schools.

D. Develop an administrator-teacher relationship that allows the professional competencies of all professional educators to be supportive to the educational program.

During the past two years that this project has operated to achieve the basic goals, there have been numerous changes made in the curricula, organizational patterns, methodology implemented in the classroom, to help the student in the learning process. Although there has been a great amount of involvement of teachers, students, and community, the process of change in education is slow and moves on a ragged front.

Each of the goals are identified in the report and the process recorded, analyzed, and evaluated in order for the supportive research to be included as a primary basis for making decisions as the continuous process continues for us and others.

OBJECTIVE--To plan a curriculum for the Fairfield Community Schools which:

A. Recognizes the individual.
B. Places emphasis on development of self-concepts.
C. Allows each child to select and work toward his individual goals in a democratic way, also recognizing his privileges and responsibilities to his fellowman.

## RECORDING THE PROCESS

During a 6-week workshop the staff of the district developed a concept centered, behavioral-goal-oriented curriculum. See Exhibit A, page 43, entitled, "Cognitive and Affective Objective Goal Analysis 1966-68." The learning areas identified for the elementary and secondary program were: Humanities, Vocational and Practical Arts, Language Arts, Mathematics, Science, and Health Education. Each of the areas of learning identified a variety of learning objectives so the students could make some selection as minimum, essential, and enrichment programs were put into practice this year. "Random Interviews of Affective Learning," Exhibit B, page 47, indicates the effectiveness of affective learning in the high school.

An important aspect of the program that was developed were the changes that took place in people as they developed the program in a group setting. Most of the time the professional staff sat in groups of four to eight and first identified the basic concepts they were using to develop the total program. These concepts ranged in number from 3 to 15 depending on the discipline of learning. At first the teachers in the groups could be observed as cautious, careful people seeking always for just the right words and terminology as they spoke. The group process, however, allowed for an openness and interaction from most of the people. However, there were the teachers who protected their self-image with activities producing negativism and detracting from group development. Throughout the 6 weeks at least 7 members of the staff were not tuned positive toward goal achievement. Some of their statements were, "How could I cover all of the text material," or "With whom will I have to teach?" Even though the greater number of the staff became productive and achieved a coordinated concept-centered curricula much is needed to be achieved in providing learning alternatives for students to achieve the identified concepts.

In August 1967 and again in March 1969 all of the staff were asked in each case to identify their problems they worked in a group setting toward developing curricula. On the following page are the results of the problems identified by the teaching staff.

| Problem Identified<br>Number of Teachers Responding | 1967<br>59 | 1969<br>58 |
|---|---|---|
| Staff security and resistance to change | 6 | 11 |
| Child-centered learning, learning environment, continuous progress | 8 | 25 |
| Subject-centered learning | 2 | 1 |
| Acceptance of change | 2 | 12 |
| Concern for Community Involvement | 5 | 0 |
| A concern for unity | 2 | 3 |
| A concern for disunity | 1 | 0 |
| Interaction and professional growth | 0 | 17 |
| Required expectations for administration | 0 | 1 |
| Sharing in Decision Making | 3 | 14 |
| Power thrust (teachers vs. administrators) | 0 | 2 |

## ANALYSIS OF DATA

The teachers responding to open ended statements have made significant changes in the problems they are presently identifying from the previous 19 months. The areas of greatest change are:

1. The teachers have become more concerned about child-centered learning, learning environments, and continuous progress learning.
2. The majority of teachers are showing a greater acceptance of change.
3. The teachers are identifying the possibilites from interacting with colleagues as it related to their professional growth.
4. The teachers are much more interested in sharing in the decision making process.

The teachers also identified how they view their involvement in decision making through eight different negative statements and 22 different positive statements. These statements are on the following page.

## TEACHERS AND DECISION MAKING

(Number of teachers responding-58)

### Negative Statements

1. A waste
2. Passing the buck because administrators do not want criticism.
3. Discouraging because teacher decisions overruled.
4. Not used consistently.
5. Not effectively put into practice.
6. Slows up decisions that sometimes need to be quickly made.
7. Hard to tell what has been decided.
8. Major problem decisions did not involve teachers.

### Positive Statements

1. A two-way street.
2. Feel more a part of the faculty.
3. Enlightening.
4. Practiced in many forms.
5. Effective because administrators voice not a majority.
6. A slow but interesting process.
7. Created greater involvement.
8. Helps the teacher to become included in decisions whether they prefer or not.
9. Better understanding of total school.
10. Improved morale.
11. Created better understanding and working climate.
12. Stimulated more and better changes.
13. Allowed for more than usual freedom.
14. Lets one become a partner in the process
15. Unites the staff.
16. Increased professional reading.
17. Personalizes the decision.
18. Broadens and encourages problem solving and open-mind sharing.
19. Builds commitment to a developed program.
20. Prevents excuses.
21. Smoked out sterile teachers.
22. Increased sense of worth.

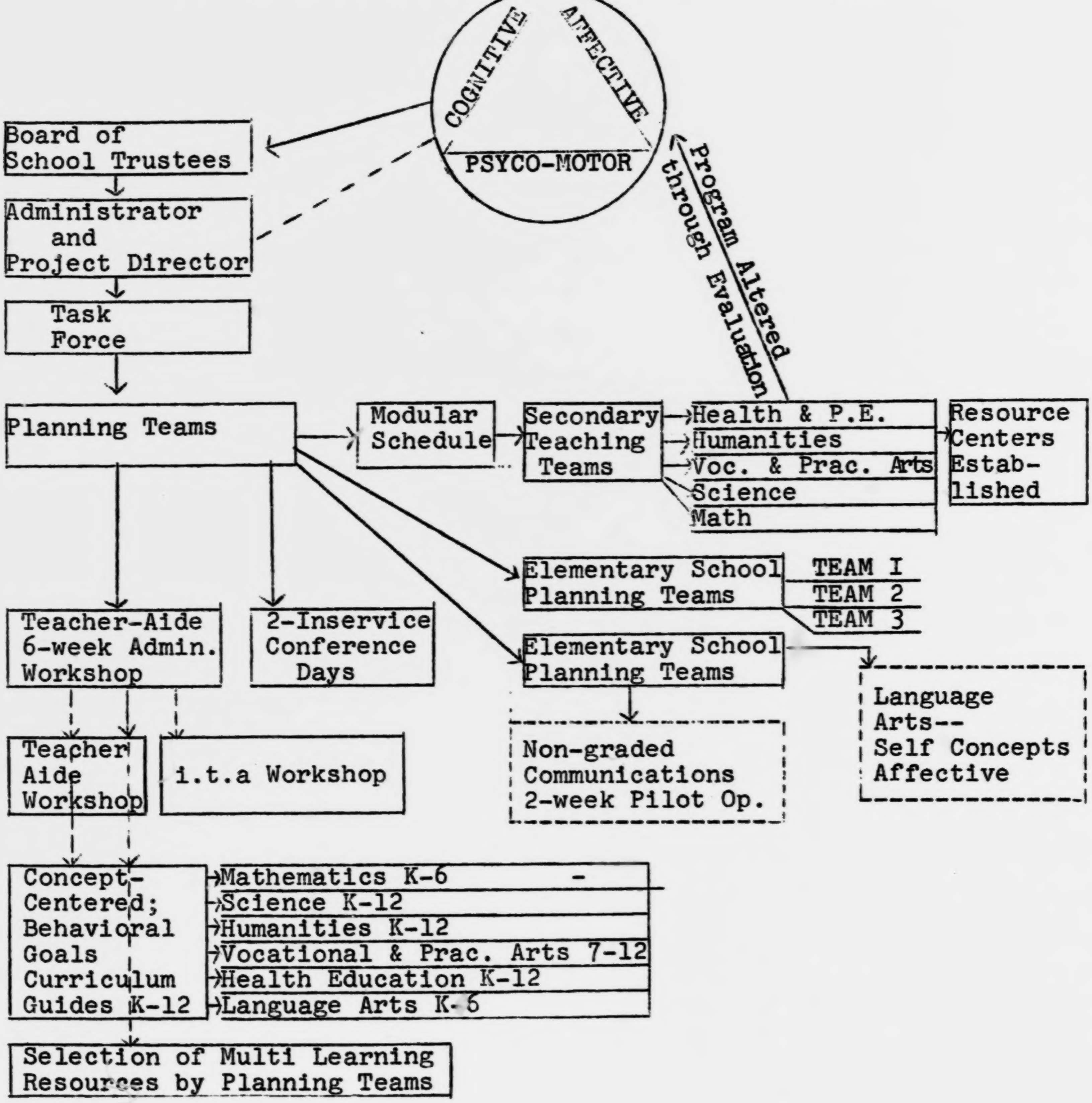
## ANALYSIS OF DATA

Fifty eight teachers responded to the statement, Decision making involving teachers has: . . . . . .

1. There were more than double the number of positive statements than negative statements.
2. The positive statements indicated that a status quo program was not being maintained.
3. The negative statements reflect the differing members of the staff on the continuum for change.

A basic assumption of continuous curriculum development is that some attitude changes must take place with the staff if the program is going to be of value to the students. The "Teacher and Administrator Attitude Inventory," Exhibit C , page 56 , analyzes what has taken place with our teachers and administrators.

# FLOW CHART OF THE CURRICULUM DEVELOPMENT PROCESS


COGNITIVE
AFFECTIVE
PSYCO-MOTOR
Board of School Trustees
Administrator and Project Director
Task Force
Planning Teams
Modular Schedule
Secondary Teaching Teams
Health & P.E.
Humanities
Voc. & Prac. Arts
Science
Math
Resource Centers Established
Program Altered through Evaluation
Elementary School Planning Teams
TEAM I
TEAM 2
TEAM 3
Elementary School Planning Teams
Language Arts-- Self Concepts Affective
Non-graded Communications 2-week Pilot Op.
Teacher-Aide 6-week Admin. Workshop
2-Inservice Conference Days
Teacher Aide Workshop
i.t.a Workshop
Concept-Centered; Behavioral Goals Curriculum Guides K-12
Mathematics K-6
Science K-12
Humanities K-12
Vocational & Prac. Arts 7-12
Health Education K-12
Language Arts K-6
Selection of Multi Learning Resources by Planning Teams

The curricula developed by the professional staff was coordinated between learning areas by the team leader in each area and the administrative staff of the district. Two studies are included to show the direction and trends of the secondary courses for the past 5 years 1964-1969. See Exhibits D and E, pages 70 and 72.

The curricula that was developed has been used throughout the district during this school year. Planning teams have met weekly at the secondary level to refine and coordinate their programs. At the elementary level, each of the two buildings are continuing the development of a program that is non-graded with a greater emphasis on individualization of instruction by developing learning alternatives for students.

## ANALYSIS OF THE PROGRAM THAT WAS DEVELOPED

1. A K-12 curricula was developed for the first time on a concept-centered design.
2. Part of the program included an interdisciplinary approach--Humanities 7-12.
3. A greater emphasis on the cognitive and affective development of children was included in the program than the district had previously included. See Exhibit A, page 43.
4. Multi-resources were provided to implement the program.
5. All objectives were not written in behavioral terms.
6. Some concepts were vague and incomplete.
7. A coordination within learning areas can provide a better defined program.
8. There are few areas that place an emphasis on the development of self-concepts.
9. There is an increased direction toward student identified goals in a democratic setting.

## EVALUATIVE STATEMENTS

1. Further study and thought needs to be given to the objectives, the concepts, the subconcepts, and evaluation methods to determine there viability, there interrelatedness, there clarity, and there logic.
2. Further study of the program should include a comparison of the developed curriculum guides with the guides of the state department.

3. All programs should become written in behavioral objectives with evaluation techniques indicated.

4. As many learning activities as possible should become formulated to achieve the objectives.

5. Teaching teams should become the program refinement personnel rather than separate planning teams.

## INTERACTION OF PERSONNEL INVOLVED IN CURRICULUM DEVELOPMENT

The eleven planning teams were in a group setting for most of the 6-weeks workshop. A total of 210 hours of interpersonal discussions took place with the professional staff involving curriculum development. These discussions involved program planning, organization, materials, evaluation, and innovative methodology. The teams received training from team leaders on conceptual design, behavioral objectives, and evaluation techniques.

The team leader wrote down the concepts that had been identified by vote or consensus of the planning team. Observations were made by the director as the groups functioned. The usual developmental processes were functioning in the groups. Some members dominated, others were silent, other roles were the blocker, the tryer, the encourager and the hesitator. The number of negative personnel toward the program decreased by two from the beginning to the end of the workshop. (Logs of July 8-August 16.)

The amount of interaction between the members of the groups increased after 10 hours of group meetings. The director and building principals held a number of private conferences to assist certain teachers over some "hang ups."

There have been varying amounts of interaction during the school year with professional staff. Some secondary and elementary teams have met each lunch period to evaluate and plan the ongoing program. The secondary principal has a teacher conduct the staff meetings. This leadership opportunity is provided as an opportunity for those teachers who either could not attend the workshop or have been fairly negative toward the program.

## EVALUATION OF INTERPERSONAL RELATIONS:

1. There is a definite need for the development of human relations with the teachers, and administrators.

2. There is a need to provide a lessening of the defensiveness of some professional staff.

3. There is a need to further develop the flexibility of the professional staff.

4. There is a need to provide techniques for the teachers to use with students in team teaching.

## ENDEAVORS EXCEEDING EXPECTATIONS IN DEVELOPING A CURRICULUM

1. The amount of data that can be generated by 59 professional personnel working in a 6-weeks workshop.
2. The quality of instructional programs developed on a conceptual basis by a staff.
3. The amount of openness and flexibility of staff that develops when people work together in a group setting.
4. The Perceptiveness of the teacher leadership in participating with shared-decision making.
5. The professional growth of some staff as they became goal oriented.

## ENDEAVORS WHICH HAVE NOT MEASURED UP TO EXPECTATIONS

1. The reluctance of 7 staff members to make their contribution to the change process.
2. The coordination of various parts of the developed program.
3. The techniques used in implementing the curricula with the students.
4. The brief training received by the staff in concept learning, team teaching, and interpersonal relations.

## RECORDING AND ANALYZING THE DEVELOPMENT OF TEACHER AIDES IN THE PROGRAM

Fairfield has utilized a teacher aide program for the past 4 years with 21 aides becoming part of the staff for this school year. The aides were trained in clerical duties, philosophy of district, and first aid during the 6-weeks workshop and then assigned to curriculum planning teams. The complete training program is included as Exhibit J , page 85 . The aide has been used to free the teacher to accomplish the teaching act and individualize the instructional process. A job analysis was identified by the teachers and marked in March 1969 by the high school teachers. In rank order the aides spent their time as follows: (1) Clerical duty, (2) Cafeteria and Study Hall duty, (3) Directly aiding teachers in managerial tasks, and (4) Directly aiding students in locating materials, teachers, or providing discussions.

These 16 secondary teachers reported that the aides relationships with principals, teachers, and pupils was good, as compared to excellent and poor.

Below is an analysis of the questionnaire on four basic questions to determine the effectiveness of the aides:

| | Report from teachers | |
|---|---|---|
| | Yes | No |
| 1. Has the aide performed as well as expected? | 17 | 4 |
| 2. Has the aide permitted teachers to devote additional time to pupils? | 18 | 3 |
| 3. Has the aide developed or fulfilled any noticeable need in terms of the overall program? | 18 | 3 |
| 4. Does the teacher aide carry our assigned work in a desirable manner? | 19 | 2 |

While it is the intent to aide the teacher in accomplishment of needed professional tasks, it also is noted that teachers have commented that the aide could do some of the classroom teaching as well as they could. The project director recently noticed that one of the aides was assisting the dramatics director in directing the senior class play. A few of the aides have been negative toward the program and they will not be included in the aide program for another year. This report could similarly be repeated at the elementary levels.

## EVALUATION STATEMENTS OF THE TEACHER AIDE PROGRAM

1. The training program for the aides needs to be continued especially in the areas of student supervision and school procedures.
2. The aides should be included in a workshop to complete instructional materials that have been identified and organized by the professional staff.
3. A clear job description needs to be established for the aides.
4. Written reports needs to be sent to the OSOPI regarding the aides and their work.
5. Aides who are openly involved in violating school policy should be counseled with by the principal and helped to grow with the program.
6. Including the aides in as many of the decisions as possible at the building level should be continued.

The Teacher Aide Study is included as Exhibit W, page 135.

OBJECTIVE B. Record, analyze, and evaluate the process by which the faculty, students, and patrons of the community approach the problems of curriculum development. To record the interactions of people as the curriculum evolves; To study the effect of success and failures of long strides and short ones on individual growth of the participants; To evaluate the process through: (1) Description and scope of individual envolvement; (2) Student growth in terms of behavioral goals and possible functions of the school.

RECORDING THE PROCESS OF THE PROFESSIONAL STAFF (Teachers and Administrators)

There has been a continuous development of the staff through greater involvement in teachers participating in the decision making process, greater involvement by planning and implementing the program utilizing fewer professional staff; developing a concept-centered, curricula, team teaching, non-grading, multiple teaching techniques, utilizing teacher aides.

There is a constant priority for effective communications among and between the members of the professional staff. There was feedback from the planning team leaders concerning the areas of:

1. Who should initiate the changes in the curricula?
2. What should be taught in the areas of learning identified by the task force?
3. How can we put the identified objectives into meaningful learning experiences for the children?

The superintendent supplied the task force (administrators and supervisor) with the quotation from M. Johnson of Utah State University. This quotation is, "Instructional change depends almost exclusively on administrative initiative." It became a practiced quotation by the task force and the district organized its change strategy on administrative initiative. The team leaders and teachers all had the opportunity to share their thinking in planning for developing and implementing the curricula.

Some of the staff members reported that the direction indicated by the task force was unrealistic and directive. A paper was prepared by the director entitled, "What is Effective Leadership?" See Exhibit K, page 88, in an effort to provide information regarding the use of democratic leadership in initiating change; the responsibilities of each staff member; and the functional aspects of leadership.

The operations of communications was tentatively resolved by the task force identifying the following procedure and communicating the procedure to all teachers.

1. Team members are to communicate with team leaders.

2. Team leaders are to communicate with building principals.

3. Building principals make decisions for his building.

4. Problems not connected with team operation would be teacher to principal.

Connected with leadership and communications, was the decision making process. In order for decisions to be made and accepted by the staff a greater amount of staff involvement is needed. The Task Force thought that decision making needed to include the building staff recommendations before the principal made the decision for his building.

Early in the workshop, July 1968, an assessment was made by the administrators in the secondary and elementary programs. These evaluative statements were:

Secondary

The time allotment for large group presentations should be shortened.
The secondary program has a schedule developed by the staff and principal utilizing 17 modules of time.
There are some staff members who still need to be convinced of the value of this innovative program.

Elementary

The teacher planning of program is progressing very well.
There are still a few teachers who need to be convinced.

Superintendent

I am real elated with what I have just heard from the teachers.

There were continuing "hang ups" by the staff over what should be the concepts in the various learning areas. The planning teams were also puzzled over such terms as: Team teaching, learning concepts, behavioral objectives, large, small, and independent study processes, resource centers, teacher-aides, and multi-resources. Some staff members were greatly concerned about the number of teachers and about working together in developing a program. There was one secondary teacher who did not produce a curricula based on conceptual design. In fact, he maintained that the textbook was going to be utilized as his basic guide for the program.

As the teachers worked together in the various learning areas, the task force began to assess the need to prepare the team leaders in human relations and greater depth in the various innovative practices that were being proposed. A great amount of interest arose from the groups when the evaluation procedures were considered.

The ideas presented and recorded by the director from their meetings were:

1. A behavioral objective must be measurable.
2. A pass-fail system of student evaluation would be more realistic than grades.
3. Use a point system to record student achievement.
4. Credit from high school courses could be granted by approval of the teaching teams and the state department.

Various consultants were utilized during the workshop for leadership and evaluation purposes. These consultants were used during the workshop primarily in the areas of humanities where the greatest amount of interdisciplinary planning was utilized.

Throughout the workshop there was the daily meetings with the coordinating council (teachers and administrators) to evaluate the days' activities and direct the next days' direction.

The general orientation of the workshop was devoted to:

1. Developing a concept-centered curricula K-12.
2. Organizing teaching teams.
3. Developing a flexible-modular schedule in the secondary school.
4. Training and utilizing teacher aides.
5. Becoming acquainted with new facilities.
6. Selecting and ordering the materials for classroom instruction.

A complete workshop schedule is included as Exhibit L, page 90.

The planning process by the participants accomplished a tremendous amount of data that have been implemented this year. It is evident that the curriculum refinement process must be continued in order to refine, coordinate, and clarify the program. Team leaders during this school year have expressed the need to make significant alterations. The team leaders also express their desire to develop more learning alternatives for the students. The interest has continued throughout the school year. In March, 1969 the entire staff was asked to indicate what they would place in priority for next steps in the change process. "Analysis of the 'Pharmacy of Alternatives," Exhibit M, page 99, indicates the desires of the staff.

## A SCHOOL YEAR BEGINS

The school year began on a positive note for most of the teaching staff. However, there was still the continuous need to help all of the staff to become positive and secure in the program. All of the staff had been given the opportunity to make their creative contribution for the development of an instructional program. Some of the staff began their own communications system with the 3 new school board members and leaders in the community. (This process was not known to the director until much later in the year.)

The secondary principal delivered a presentation early in the school year, September, 1968, about loyalty of staff and commitment to a program that they had verbally expressed and actively participated in developing.

An in-service conference day allowed each team leader to meet with his team and obtain each teachers assessment of program and priority "hang ups." These opinions were written by the director as expressed from the team leaders:

1. Expressing a positive loyalty to the program
2. Becoming better to see more students individually
3. Becoming more honest, open and accepting of staff members and students
4. Becoming better able to know students and their problems
5. Working with students in small groups
6. Utilizing the teacher's time in the best way
7. Having instructional audio-visual equipment available
8. Providing sufficient input for instructional improvement
9. Helping the entire staff to become more positive
10. Helping those teachers who have a personality conflict with the program
11. Evaluating the progress or lack of student progress
12. Improving student self-concepts
13. Identifying problems and finding adequate solutions
14. Teaming with uncommitted teachers

## CONSULTANT SERVICES

In October, 1968, Dr. Evelyn Carswell came one week in each month from Tucson, Arizona as a regular consultant. She provided training for the entire staff and two state department personnel in "Force-field Analysis." Case studies were used as a basis of moving a staff from dead center on a problem and intellectually moving the components of the problems into positive directions. Dr. Carswell reported that force-field analysis of a truly innovative program shows that the area of greatest concern is "personnel problems." Using this technique in the traditional program shows the areas of greatest negativism are program and pupils. She reiterated that if the area of greatest concern of Fairfield was identified as pupils, then a serious condition would be evident.

As the program apparently was beginning to function more effectively as evidenced in the elementary and secondary programs with small group discussions and individual conferences, there was still some, 6 or 7, staff members that were submarining the project. They were doing this by reporting piecemeal and incomplete professional information to some community leaders.

As the new directions were being implemented there was an abundance of evidence that changes were taking place in each building. When one attended staff meetings, the agendas usually included changes in organization, teams, and program. There seemed to be a continual focus at the elementary level toward individualized learning; while the secondary program was working more with organization and mechanics of implementing the new directions.

The community became involved through parent-teacher conferences. This was the first time that these were being utilized at the secondary level. The secondary teachers reported that the conferences were very beneficial. However, the homeroom teachers had difficulty interpreting the evaluation reports. Most of the teachers stated a preference to confer in the future with parents of students which they have in class.

There is continued evidence that the staffs of all of the buildings show a willingness to make adjustments in the basic directions. The secondary teachers identified the need for more structure for some students especially the junior high school students. Some of the secondary areas were exploring inquiry teaching techniques, contract teaching, peer learning, and directed study. The elementary programs were making alterations toward a greater individualization and non-grading of their learning experiences. The i.t.a. program in reading was reported by the teachers as being implemented in a most positive direction.

In December 1968, the staff growth or lack of it was assessed by the staff of the elementary and secondary buildings. A summary of these comments were:

1. Team teaching reduces greatly the need for substitute teachers.
2. There is much opportunity for greater utilization of staff.
3. Some teachers can plan and be flexible in shifting the major responsibilities and in accepting change.
4. A greater emphasis of meaningful evaluation of student is apparent.

## STUDENT EVALUATION DEVELOPED

During this school year each of the staffs in the buildings have developed their own evalution program. The entire district has a 9-week grading period with two parent-teacher conferences. The secondary staff elected to give letter grades at the semester and year end. At the elementary level there are no letter grades. However, a check list is used to help the parent understand the progress or lack of progress of his child. Sample copies of the evaluation instruments are provided as Exhibit N , page 106.

As the school year continued it could be observed by the great majority of the teachers that there was a greater openness to ideas. This was recorded in the daily log of the project on December 12, 1968. There appeared to be more students and teachers holding conferences in the conference areas for the staff. It was also reported by the secondary principal that more students were accepting their own responsibility for learning. Dr. Dwight W. Allen, Dean of the School of Education, University of Massachusetts, devoted a day to elevate and enhance the change process in Fairfield. He remarked that Fairfield has a great potential for more changes in program. His visit concretely produced a greater receptiveness toward change and direction from two of the seven negative staff members.

Also from this conference day was produced a greater intensity by the elementary staffs for non-grading as the result of the leadership of Dr. Carswell. Each of the elementary staffs were beginning to move and regroup students so that success in learning could be experienced. This was particularly evident in language arts, social studies, and science.

A state of the district message was initiated by the superintendent in January and the task force identified priorities for next steps in Title III for Fairfield. These were:

1. The need for continued consultant services,
2. The development of a greater sensitivity among administrators and staff members.
3. The need for teacher training in large group, small group and independent instructional alternatives.
4. Refinement of the scope and sequence of the developed curricula
5. The continued training of teacher aides
6. Continuing the visitations made by the professional staff
7. Refining and expanding the teaching techniques
8. Developing differentiated staffing

In January Dr. Carswell provided a narrative report of suggested elementary program changes. These changes were developed by the various groups of teachers with Dr. Carswell. The suggestions were:

1. Developing a physical movement program for primary children.
2. Utilizing the theme approach on a multi-level basis for expanding communications depending on the interests of individual students.
3. Implementing a listening-reading program in which the youngsters in the first year will come to the kindergarten children to read to them in small groups.
4. Implementing an art appreciation program for the entire school.

At the same time that these suggestions were made, Dr. Carswell introduced a functional change model as follows:

1. Describe in detail the program changes.
2. Designate the beginning date and evaluation date for the change.
3. Identify personnel responsibilities to accomplish the proposed change.

4. Designate the facilities and media involved in the proposed change.

5. Describe the evaluation techniques in detail to measure the effect of the change.

## COORDINATING COUNCIL

The coordinating council in February began to assess the needs for another year. An assessment toward differentiation of staffing revealed a great deal of diversity of thought for next steps in this staffing arrangement. The coordinating council also placed a greater emphasis on the building principal and his responsibilites for providing a climate for change. There is also a definite need for a clear description of the responsibilities of team leaders.

Program assessment made by the teachers in February revealed:

1. A few teachers, 6 or 7 out of 59 are not accepting the direction that Fairfield has taken.

2. A balance in the overall program needs to be provided.

3. Lines of communication are clouded between board, teachers, administration and community.

Further assessment of the program at the secondary level made by Dr. Carswell indicated:

1. Teachers and students know and generally follow what school is all about and why.

2. The administrators are young, intelligent, dedicated men.

3. Program-wise, the administrators are very knowledgeable.

4. A concern is noted that a number of teachers have not practiced widely or consistently the philosophy espoused for this new school.

5. Team leaders in the secondary program range from being passive and somewhat resistant to dynamic, well-informed, and dedicated leaders.

## VISITATIONS AND COLLEGES

There has been a definite increase in the number of visitors to our district during this year. The greatest increase occurred in the elementary programs from their emphasis in non-grading and i.t.a. At the secondary level the greatest interest shown by visitors is in the new facilities and the humanities program. There has been excellent cooperation with Goshen College, Ball State University, Purdue University, and Indiana University. Ball State University through the efforts of Drs. Merle Strom and Paul Nesper made an evaluative report based on conversations and observations made of the elementary and secondary programs.

## DR. NESPER - DR. STROM REPORT

The context of the report is included as Exhibit O, page 107. A summary of the report is included as follows:

1. Relatively few schools have forward looking plans to develop and implement new educational programs and pupil services, while simultaneously planning for new facilities.
2. So far as we know there has been no other school system in Indiana in which a similar program was designed to bring about continuous professional in-service development of teachers and constant re-evaluation and development of educational programs and services for youth.
3. The entire project is well co-ordinated to bring about cooperative planning, joint evaluation, and total commitment to achieving sound educational goals. The project is soundly conceived and is based upon sound and proven educational and psychological knowledge.
4. The more we visited and the more we talked with both pupils and professional staff, the more we were surprised and amazed. We felt that we found some very important and significant results from activities of past two years.
5. With virtually no exceptions with the teachers there was high enthusiasm and interest in the work they were doing. Some admitted that they had been very skeptical about the possibilities of working with the youngsters in ways other then the most traditional. But now there seems to be a real dedication to innovation and more effective ways of helping youngsters to become all they are capable of becoming.

6. We were very much impressed with the sophistication of the planned program of in-service education being carried on within the district. It is most unusual for a school system such as this to have nationally recognized experts in various fields of education working with the school personnel over an extended period of time. The total faculty of the district is a far more sophisticated and expert group than they were prior to the implementation of the Title III project.

7. The consultants were impressed by the variety and amount of teaching materials made available to children in the classrooms.

8. It is true, however, that not all staff are fully committed nor are they fully appreciative of the kinds of opportunities that are available in a newer approach to teaching and learning.

9. Not all aspects of the secondary program have as yet been worked out with complete satisfaction. The work that has been done thus far is merely a prologue to continuing efforts to correct, strengthen, and refine organizational patterns and procedures.

10. Certainly it can be said that in the present instance a most unusual beginning has been made toward bringing about a completely coordinated educational enterprise.

## VISITATIONS OF FAIRFIELD PERSONNEL

In March 1969 the entire staff was asked to respond to the question, What has been the effect of improved learning for children as a result of your visitations, conferences and in-service educational experiences?

The responses from the teachers were:

1. We received an indication of the practicality or impracticality of some innovations.

2. We were provided a broader outlook to an overall view of program and personnel.

3. We were helped to grow as a person.

4. We were made to feel that status quo is inadequate.

5. We increased our professional competence.

6. We became involved with confusion.

7. We became a more confident and responsible person.

8. We were helped to see the strengths and weaknesses on our teaching techniques.

9. We were inspired to try innovations.

10. We lessened our mistakes in the Fairfield innovative program.

11. We realized what is possible, if one has the time, energy and know how.

12. We were caused to reevaluate our techniques and sacred cows.

13. We had disturbed the cells of senility that involuntarily dry-rots the fossilized teachers.

14. We were helped to become more open to change.

15. We were helped as an overall staff to become superior and creative teachers.

A study, "An Analysis of Visitations from the Past Three Years," is included as Exhibit P, page 110.

The secondary principal assessed the thinking of all of his teachers through a self-assessment inventory provided through Science Research Associates, Inc., Chicago. The staff was asked to indicate how the principal would think about various organizational and learning environments. The survey included all of the secondary staff of 24 teachers. The principal also responded to each of the statements. The total survey is included as Exhibit Q , page 112. The most significant statements are included below:

1. The areas of greatest disagreement between the principal and teachers were:

    A. Believes that rules and regulations are not necessary.

    B. Frequently accepts the word of a student, even though it may be contradictory to the word of a teacher.

    c. Favors objective types of tests over open-ended and essay questions.

2. The areas of greatest agreement were:

   A. Provides meaningful in-service training on how to improve examination questions.

   B. Wants students to work together to solve problems.

   C. Stresses skill training over concept learning

   D. Encourages teachers to allow students to question established ways of doing things, including rules in the school.

In March 1969 there continued to be identified some drastic changes in personnel. However, a new group within the staff was emerging. This group had been the traditional group of 6 or 7 teachers and had previously shown less interest in developing or becoming involved with the present directions. However, these members of the staff now are indicating that with some modifications they would want the direction of the program continued.

The task force meeting in April produced no further direction that was to be implemented at this time. The superintendent has recommended to the board that a new superintendent be named and decisions be made in regard to the program.

There is constant feedback brought from the principals that the staff needs to have the chance to further individualize and develop the directions that have been started. The task force indicated that the priority items for next steps in the project would be: (1) Develop instructional materials to fit the behavioral goals developed last summer with some modifications; (2) Develop themselves through human relations techniques; (3) Develop teaching skills through a microteaching clinic or similar problem orientation and skill development process

A wide variety of further alternatives for learning were expressed by the elementary and secondary staffs to further individualize the instructional program. Those areas that they mentioned were: Learning how to learn, self-directed instruction, discovery and inquiry, small group instruction, student developed instructional objectives, contract learning, developing life skills, team learning, intuitive learning, multi-media, open laboratories, facilitation of teacher attitudes, simulation, learning style and teaching style, learning rate and teaching rate, observer-participant, make 8 mm film loops, justify each goal for one week of instruction, brainstorming ideas, classroom communications, student role and responsibility, democracy in the classroom, listening to ones self, knowing the feelings of others, and becoming "turned on."

## EVIDENCE OF TEACHER GROWTH

It is noteworthy that only a year ago the staff in a brainstorming session was asking: "How can I complete the textbook, who will I have to work with, where is my classroom, how many students will I have in my class, who will be in my class, how many periods will there be in the day, how much planning time will I have, and what are the rules and regulations to govern the students?"

There is much evidence of growth that has taken place with the majority of the professional staff, there is going to be less than the usual 15 to 20 per cent of the staff making changes to other situations. Only six per cent of the staff are indicating changes this year. It is interesting to note that there are 10 applicants for each secondary position. There is however, the usual shortage of elementary teachers for our system. Possibly the new program needs to be coupled with new facilities to attract the most competent teachers to a rural community.

One of the outstanding teachers in our system is not going to continue in the secondary because of a basic value conflict between the family. The husband is involved in another district in an administrative position and thinks there is to much permissiveness in our secondary program. This kind of problem is typical of the value conflicts within our educational community. Certainly these problems and others identified in the analysis and evaluation sections of this narrative report need to be solved.

Some of the secondary and elementary staff desire more direction and structure within which to operate their instructional programs. Some of the staff are going to graduate school.

The strategy for change has been started; the continuous efforts of students, staff, and community can bring to fruition the great potential of the Fairfield Community Schools.

## ANALYSIS OF PROFESSIONAL STAFF CURRICULUM DEVELOPMENT

Throughout this evaluation period there are some recurring events that have taken place with the professional staff as they planned and implemented the conceptually designed curricula in a different organizational pattern, schedule of classes, fewer professional staff, additional aides, and different facilities. The threads of the process involving the professional staff is analyzed as follows:

1. The basic change process initiated with the task force, involved the coordinating council and all of the teachers before the change became ready for implementation.
2. Leadership and decision making became areas of greatest concern because more teacher involvement was practiced.
3. Terminology of educational terms involved basically team teaching, learning concepts, behavioral objectives, learning alternatives, resource centers, teacher aides, multi-resources, and evaluation.
4. A variety of consultants have broadened the vision for the direction of the program and provided the expertise to make it realistic.
5. In-service training was continuously provided to aid in implementing the secondary and elementary programs.
6. The experience of a modular schedule provided insight that some students and teachers need more structure to function than others.
7. There was a basic core of 6 or 7 teachers who did not accept the direction of program that was utilized this year.
8. Each educational center developed its own student evaluation program that included a check list, grades at the semester for the secondary, and two parent-teacher conferences.
9. The program that was implemented had much greater evaluation by a variety of competent consultants that had ever been provided in the past.
10. A greater emphasis on professional self-evaluation was completed by students to teachers, teachers to administrators, and administrators to teachers.
11. A basic change in attitude toward learning, curricula, supervision, and professional growth was completed by the teachers and administrators. (Attitude Inventory, Exhibit C, page 56.)

## EVALUATIVE STATEMENTS ON CURRICULUM DEVELOPMENT COMPLETED BY THE PROFESSIONAL STAFF

1. There is considerable expertise in a professional staff to develop a concept-centered curricula and implement it in one year.

2. There is a continued willingness from a staff to desire to refine and alter the developed program.

3. The staff is keen to be cognizant of the problems and next steps in incorporating a change process throughout the district.

4. The staff is most willing to accept consultant assistance when it is practical for use in the classroom with students.

5. Additional work is needed to refine and coordinate the entire program.

6. A workshop is needed to write the curriculum guides in behavioral goals.

7. Training in human relations is needed by the team leaders and administrators in order to provide effective leadership in an innovative program.

8. The continuing direction toward non-grading should be emphasized and expanded.

9. There must be closer coordination of all curriculum changes and must have prior approval of the Office of the State Superintendent of Public Instruction.

10. The careful use of teacher aides in the program continue to be constantly evaluated.

11. Greater flexibility in providing learning alternatives for students be compiled for the next school year.

12. The entire staff needs to receive training in working with students in small groups and independent learning situations.

13. The instructional media personnel at the Office of the State Superintendent of Public Instruction be contacted for utilizing the library as a media center.

14. Additional "soft-ware" needs to be secured to expand the program for meeting the needs of all students.

15. A refinement of the evaluation instruments for students, staff, and program be established for the next school year.

## RECORDING AND ANALYZING THE PROCESS OF IMPLEMENTING THE PROGRAM

### ELEMENTARY PROGRAM

In the elementary program some usual concerns were made by parents about class size, instructional materials, teachers, and classrooms. The elementary program provided for i.t.a., larger classes in some situations, and students becoming involved with four or more teachers. It has been said by teachers and students almost without exception that the students adjusted better to the program than had been expected. Dr. Carswell, consultant, related early in the school year that there is a tremendous potential for individualizing the program to make learning relevant to the student.

As the school year has progressed, there has been greater cooperation shown by the teachers and students to regroup students according to the level of development of the child.

There have been no letter grades given to the elementary students this year. A check list has been used to help the parent know how the child is doing in his work. Two parent teacher conferences have been utilized to aid in the communications of pupil progress. These conferences involve 85 per cent of the parents who have a child to be represented in the school.

The students in grades 4, 5, and 6 were asked in October, 1968, to express their opinions to a number of questions to indicate how the school year has started. Eighty per cent of the 180 students indicated:

1. The school year is passing more rapidly.
2. There is more student freedom from one year ago.
3. There are more ways being provided for the student to learn.
4. There is more enjoyment of school.
5. There is more learning taking place.
6. They feel at home at school.
7. They prefer physical education rather than recess.
8. They prefer to move to more rooms rather than stay in one room.
9. They prefer four or more teachers each day rather than one teacher each day.

A continuous effort has been made to orient students to the elementary program by the principals and teachers. An orientation program has been provided by the staff to help the student realize that at all levels he must assume more responsibility for his own learning. He has been cued into concepts such as independent study, small group discussions, large group instruction and has especially accepted with enthusiasm the opportunities for the direction of the program.

The first three grades have remained in quite the traditional organizational program with the exception being that a team-teaching arrangement has been provided in the first grade in the one elementary school. The year has progressed towards a greater involvement of teachers crossing grade levels in the primary grades. As high as fourteen students in the traditional grade level are moving into more advanced groupings. Two of the first graders have completed the traditional second grade arithmetic materials.

"It appears that the students are happy and accepting the changes quite well," reported Dr. Merle Strom and Dr. Paul Nesper, Ball State University. Some students in the spelling program in one elementary school have grown as much as two grade levels as measured on the traditional Stanford Achievement Tests. However, there are some other areas indicated by this test that would not show this much growth.

There appears to be the need for continuous effort exerted to help students become goal oriented. The programs in health education, humanities, mathematics, science, and language arts were designed toward behavior goal development that would be identified by the student and teacher. Some evidence of individualization of instruction has occurred. This individualization was identified by:

1. Students being allowed to progress at their own rates toward identified goals.

2. A variety of learning experiences takes place to meet the different needs of the students.

3. Student developed goals with advice and counsel from the instructor.

4. The regrouping of students depending on the goal to be achieved.

It would appear from the statements of teachers and students in the elementary program that:

1. Some students expect leadership from the teacher.

2. Some students desire to have alternatives for their learning.

3. A great deal of structure has been built into the previous program.

4. A continuation of the direction in the program is needed to achieve the goals of a non-graded program.

The greatest achievement of a non-graded curriculum was exemplified in the communications unit attempted recently in one of the schools. Teachers and students were allowed to select the area of interest in the larger topic, "Communications." Teachers and students together, "created on the spot" the curricula. For two weeks the groups in a total non-graded situation became "turned on" to develop meaningful experiences for each other. An open house was held to involve the community in this project. Two evaluative statements were made by the teachers and students regarding this project. These were: (1) Two weeks was not long enough; (2) When teachers were knowledgeable of the conceptual base, curriculum could be relevant, spontaneous and meaningful.

## EVALUATIVE STATEMENTS OF THE ELEMENTARY PROGRAM

1. Continuous in-service education is needed to make refinement steps in the non-graded process.

2. Students need to be trained in identifying goals and working toward their accomplishment.

3. Greater emphasis on identifying student development needs to take place so that more effective use of student time could be achieved.

4. The student needs to become more aware of the learning possibilities so he can also continually progress toward his interests.

5. Communication patterns need to be established in the classroom so greater student interaction, problem solving and self-concept development can become a reality.

6. Continued staff involvement in decision making needs to help build commitment and refinement of the elementary program.

## SECONDARY PROGRAM

Six-hundred and fifty students in grades 7-12 began in a new junior-senior high school facility that allowed for a minimum amount of flexibility of program. The students became enrolled, oriented, and involved in the short period of 10 days. The junior high school students were enrolled on a 60 per cent unscheduled basis as was the rest of the high school students. Rooms were not finished, not all of the text materials had arrived, and some teachers were arriving for the first glimpse of the program that had been developed during a 6-weeks summer workshop.

Seventeen modules utilizing large group, small group, and independent study techniques had been established and organized by the secondary principal with the advice and counsel of all of the secondary staff. No computer was used to initiate the program for this first year. Some students roamed the halls just as they did at the basketball games, but the vast majority of the students became "turned on" with the opportunity to make some of their own choices regarding learning for 60 per cent of the day.

It soon became apparent that the majority of the junior high school students were not making the adjustment to the learning choices available to them. It eventually meant that these students were scheduled for 80 per cent of the school day.

The seniors were likewise not accustomed to the making of decisions regarding the use of their time. This was analyzed as the result of 11 years of reinforcement of behavior patterns in a traditional program. It was also accounted for by the fact that even though the program was planned with extreme effort on the part of the adults, the realism of the program was yet to be experienced with the students.

The students in the secondary program have had greatly utilized the library and resource centers to pursue ideas of interest and research in a given learning area. While the number of courses have not been expanded in number, the learning alternatives in these courseshave been greatly increased. "Course Trends Over a 5-year Period," is included for a greater analysis of the program as Exhibit D, page 70.

The entire secondary program placed emphasis on affective as well as cognitive and psyco-motor learning experiences. The study, "Differential Value Profile," is included as Exhibit F, Page 74 as changes that have taken place with seniors over a two year period in the profile of this class.

Students also had to become adjusted to the fact that there was much less emphasis on achieving a letter grade and more emphasis on what the grade really could mean. Thus, the emphasis was deliberately shifted to the desire to learn for the love of learning or for future use. The study "Inventory of Learning to Learn," is included as Exhibit I, page 81, to provide a more detailed analysis of this shift in emphasis. "Absenteeism for Three Years," and "Extra Curricular Participation for Two Years," are also included in Exhibits G and H, pages 77 and 78.

The students evaluated the teachers and program in a continuous process. Teachers were asking the students of their "hang ups" and areas of greatest concern. In turn the students were seeking a constant refinement of their behavior and effective functioning in the program. Evaluation became an important tool for the teacher in order to hold individual conferences with students and parents. The teachers expressed the opportunity to better know the student. A basic change came in the knowing of the student with the flexible schedule because students who had sat silently in the classroom in the past could no longer become lost as a number in the study hall or the classroom.

The humanities program has produced a multitude of projects from the students. This program was required for all students in grades 7-12. The display cases in the halls have been filled with these exhibits of projects throughout the year. A commendable task both in quanitity and variation was well done by the students and recognized by some of the teachers.

A mock convention was staged by the high school students and was video-taped. The junior high school also held mock elections. The entire school was involved, teachers and students.

The students and teachers have become quite perceptive and accepting of the possibilities within the flexible program. For instance, a senior was recently conducting an inquiry session with three instructors concerning a poem written by the student. He became so involved that the chose to remain with the inquiry session rather than go to the regular class session. A number of other similar examples might be also included.

The students in grades 10 and 11 received from the project director training in small group behavior that had positive results as reported by the teachers involved. The seniors have responded in a positive manner to group process and problem solving techniques.

The high school students were administered the "Taylor Anxiety Inventory" in an effort to assess the various levels evident as baseline data for the future. This study is included as Exhibit R, page 113.

The guidance department reports in March 1969, that the following has taken place with the program at the secondary level.

1. There has been an apparent increase in the number of dropouts from one year ago.

2. There is more indication of dissatisfaction on the part of the poorer academic students.

3. There is more emphasis on achievement problems pointed out by the teacher to the counselor. The teachers apparently are looking more at individual students than in the past.

4. There seems to be more dissatisfaction with some of the courses students are taking.

5. Transfer students seem to have a harder time adjusting to the program than they had one year ago.

6. Some students are not showing up for class.

7. Some students are deciding not to go to class.

8. There seems to be an overall acceptance of the program by the average and above average student.

There has been an honor pass system implemented in March, 1969, for the high school students in grades 9-12. This pass offers its holder 100 per cent freedom, theoretically. The pass is slowly being accepted by the students as has the rest of the program. There are some students who think they would have better accepted the reduction of student freedom in the beginning of the school year rather than at this time of year. The pass is available only upon the recommendation of two teachers for the student.

The student morale has been at a high level the entire school year. Evidence of this took place in the halls, at basketball games, in musical productions, and at attendance in extra-curricular activities. See study, "Participation in Extra-curricular Activities," Exhibit H, page 78 .

A step toward helping students to become more responsible and then to really give them the freedom will possibly enable the continual growth of a better and more meaningful program to emerge to its potential.

## EVALUATION STATEMENTS OF THE SECONDARY PROGRAM

1. Definite teaching team leaders need to be identified for each of the learning areas.

2. A continuation of the direction of the program can produce greater refinements of behavioral objectives and concepts through a workshop.

3. A longer period of time should be granted for student orientation than 10 days was recommended by the high school principal.

4. A greater amount of learning alternatives need to be developed to meet the needs for all students.

5. The humanities program needs to be expanded and less related to history. (Three recommendations of the Office of Superintendent of Public Instruction).

6. A careful record of problems expressed to the guidance department be kept and regular reports made to the secondary staff for the purpose of better solving the identified problems.

7. Providing a training program for the teachers to become assessors of student behavior.

8. To provide training for the teachers in human relations and problem solving.

9. A greater emphasis be placed on developing student leadership and acceptance of responsibility for his own learning.

## RECORDING AND ANALYZING THE COMMUNITY INVOLVEMENT WITH THE PROGRAM

The community has had a representative committee appointed by the board to provide the thinking of the community in the development of the direction of the district. The citizens committee has held monthly meetings thoughout the year. While the group has been faithful in attendance, they have had a continuous concern that they should have a greater impact on the total school community in the way of being recognized as the committee to advise the board on matters of curriculum. It has been a difficult task for the group to identify its leadership and move into areas of significance for the community. There have been, however, a few members, 4 out of 20, who have helped the negative influence of the community as changes were made in the program.

There was some concern also expressed by the committee regarding textbooks, discipline, organizational patterns, teacher-pupil loads that appeared to be unsolved areas as far as the community was concerned. To some of the community leaders who wanted changes made,the citizens committee seemed ineffective.

Even though there was the committee involvement, the majority of community communications was completed by the Fairfield News reporting the changes that had been made and those being anticipated. The committee suggested that community leaders be contacted and visit other districts who have innovative activities. This suggestion was not completed.

After the school year began, the committee was still asking questions that needed to be answered. Some of these questions were:

1. Are students getting to the study centers?

2. How does the textbook rental work?

3. What about the size of the kindergarten?

4. What are the requirements for humanities?

5. How are the teachers adjusting to the new program?

6. What is the dress code?

The advisory committee expressed a vote of confidence and thought the school year had started better than they predicted. The committee members expressed that it is hopeless to convince some community members. They said that constant efforts on their part are being completed. The committee is cognizant of one of the problems identified at the National Seminar on Flexible Scheduling. This problem is:

> Present methods of obtaining community support are inadequate. Many effective programs are discontinued by communities which are inadequately or erroneously informed about the practices.

It is noted that the citizens are more open about talking of the program and greater interest both positively and negatively toward the program.

Parent-teacher conferences were held in November and in March. This was the first time for the secondary program. In November 55 per cent of the students were represented by a parent for the conferences. There were approximately 600 parent-teacher conferences with some parents conferring with more than one teacher.

In March of 1969 only 10 per cent of the parents participated in the conferences at the secondary level.

In the elementary program we have had conferences for three years and nearly 85 per cent of the students are constantly represented in these conferences.

Even though the process for involving the advisory committee has been very interesting and useful, this committee must have a definite purpose and goal they are working toward. The attendance of this committee became less as the year progressed. The committee thought this was due to the lack of direction and definite need for the existence of the committee.

In February, 1969, the operation of "Power Politics" emerged in part from the community through a group of the secondary PTO officers. Power Politics is defined as a most effective means of causing a short-term radical change in a social-political organization. Below is a listing of the chain of events that occurred in causing radical change in leadership in the schools.

1. Self-appointed leadership emerged from a PTO and developed a statement of implications about the administration of the school.

2. The group of critical people (3 to 5) operated under a guise of democracy, fair-play, and what's best for the students.

3. The power group found support in some of the members of the board of school trustees.

4. A telephone campaign was staged with an alarmest message that brought 400 people for a variety of reasons.

5. An impression is created by a minority group at a mass meeting (400 out of 1500) that the administration is dishonest and deliberately failed to communicate with the community.

6. A paper was read to the minority group that made vague accusations against the administration.

7. No school authority or teacher was notified of this meetings, nor was it planned by the regular meeting of the executive council of the PTO.

The events that caused this political move as assessed from visits in the community were the alienation of various groups from a series of events. These events were:

1. The consolidation of three separate rural school districts.

2. The opening of a new junior-senior high school

3. The closing of five elementary centers

4. The reduction in number of professional staff

5. The implementing of a new K-12 curricula.

Dr. Carswell had evaluated in December, however, that the superintendent and project director were aware of the concerns of the parents, although neither were as active in making some changes as they might be.

The superintendent reported in April, 1969, that the values he holds are: (1) That all the essential parts of the educational environment--students, teachers, administrators, parents, board, community, non-teaching staff, curriculum revision, and professional development should be fused into a more meaningful and coherent whole. . . . ."

The events that pursued the power politics were:

1. The resignation of one board member because of the reliance of some board members on devisive activities of a minority group.

2. A resignation of the superintendent of schools.

The high school principal and project director also resigned to pursue doctorates. All of the administrative positions have been appointed from within the district and the community apparently is giving better support to the board who in turn supports the recommendations made by the administrative staff. The board has made a definite commitment to continue the direction by appointing a new project director with a three-year contract, a three-year contract for the superintendent, and a three-year contract for the secondary principal.

## EVALUATIVE STATEMENTS REGARDING THE COMMUNITY INVOLVEMENT

1. The dissemination efforts of informing the community, area schools, and state department of public instruction needs to be continued.
2. Public community meetings need to be held periodically for face-to-face dialogue.
3. The citizens committee needs to be continued to have a ready source of feedback from the community and help develop specific aspects of the direction of the program as it is coordinated with the board and task force.
4. The community accepts significant changes made in the schools if they can understand the changes before they are made.
5. Efforts need to be continued to build community support for the innovative directions that have been started.

## THE RECORDING AND ANALYZING OF THE BOARD OF SCHOOL TRUSTEES

The board of school trustees have been most instrumental in permitting and committing themselves to the project. The board was composed of five members who were the same members throughout the development of the new facilities and the adopting of the proposal for the Title III Project, "Continuous Curriculum Development--Rural Education."

The process witnessed by the director for the past five years has been one of: (a) A board becoming experienced in the operation and leadership of the schools; (b) The in-service experiences provided a board so that the security of its members can be a reality; (c) The transition of a program from one board to a majority of new board members.

## Board Becoming Experienced

The leadership evident from the superintendent provided the security and direction for the district to progress from three-separate school districts into one fairly small rural district of approximately 1,600 students. The interim board of three members of township trustees comprised the first board and made the consolidation of the three districts. Through elections and the establishing of the new district a five-member board became the decision-making group for the policies of the district.

There was much evidence of cohesiveness and openness among board members. They conducted their business at regular or special called meetings. They always included the recommendation of the superintendent on areas where professional knowledge and experience was needed. The first board of five members displayed a great deal of courage and faith in the administration and accomplished a high quality program and facilities for the children in the district.

The board accepted their responsibilities and spent many meetings until 2:00 a.m. to take care of a fast-changing, and progressive district for this area of Indiana. They included the national and state meetings for board members as a necessity for becoming aware of the developments in education and providing for their own security in the decision-making role.

## Majority of New Board Elected

In 1968 the majority of the first board of five members chose not to seek reelection. This provided for three new members to become a part of a board who had been very forward looking in a traditional rural school district.

It was soon evident from isolated reports of the community that there were going to be some changes made in the existing administration and direction of the program. The new board conducted a survey with all of the teachers and teacher aides asking them a series of questions about the administration and the program. There were seven teachers who definitely indicated that the present program should be discontinued. Fifty-two teachers definitely supported the program and made this commitment to the board. It was at this point that the board began to show more definite support to the program.

Presently the board has committed themselves to the continuation of the project and making refinements and alterations to accomplish the goals of the project. The board has approved the proposals for the present project year by allowing staff to attend conferences and approving the studies conducted by the Research and Evaluation Specialists, Inc., Lafayette, Indiana. The board has also appointed a new director with a three-year contract to pursue the present direction after the phase-out of Federal funds.

## EVALUATION OF THE BOARD AND ITS INVOLVEMENT

1. Communications accepted by the board members should allow them to take official action at regular board meetings.

2. The committees established by the board should be acknowledged for their efforts and reports and be used as the basis of curricular decisions from the community.

3. The board needs to support the superintendent and to adhere to his recommendations or seek more information until mutual understanding and communications are being completed.

4. The in-service training of boards needs to be continuous in the areas of program direction, organizational possibilities, and trends for the district.

5. The board needs to be the most informed in the community so that adequate support for the program can be made by them individually.

C. Increase the professional level of the faculty of the Fairfield Community Schools

## RECORDING AND ANALYZING THE PROFESSIONAL GROWTH

Throughout the second year as well as the first year of the project there has been the continued involvement of all staff members in Fairfield Community Schools. Their leadership was utilized during the 6-weeks workshop; the team leaders helped to plan the workshop; and the principals have continued to follow the majority of the staff for alterations and refinement of the program.

The staff has continued to utilize the professional library, make visitations, (See Exhibit P, Page 110)and become active members in workshops and discussion groups. One staff member was a discussion leader at the "NEA Classroom Teachers Conference on Differentiated Staffing of Personnel" in Washington. The number of visitors to the Fairfield District has greatly increased during this project year; thus allowing for teachers to explain their programs to the visitors.

An attitudinal study of teachers and administrators in Fairfield Community Schools in the areas of learning, curricula, supervision, professional attitudes, and professional behavior was conducted in February 1969. The complete study is included as Exhibit C, page 56 .

The teachers have shown a definite interest in sharing in the decision-making process and have been in this capacity for all major decisions. The coordinating council became the representative leadership for balancing the overall program. The local teachers organization were given the task of developing the next steps in differentiated salary as further evidence of the involvement of the teachers. The district has made some further additions to the professional negotiations agreement that was consummated in 1966. A grievance procedure was adopted in 1968 that was developed with a teacher-administrator committee. Further evidence of professional growth is (1) administrators are members of the local teachers organization; (2) teachers and administrators worked in the same group to develop curricula; (3) teachers and administrators are involved in the same in-service training programs. See Exhibit S, page 116,"Professional Growth Inventory."

The revised form of the Purdue Teacher Opinionaire was administered to the teachers in May, 1969. This inventory includes ten factors as viewed by the teachers. These are: (1) Teacher rapport with principal; (2) Satisfaction with teaching; (3) Rapport among teachers; (4) Teacher salary; (5) Teacher load; (6) Curriculum issues; (7) Teacher status; (8) Community support of education; (9) School facilities and services; (10) Community pressures. This study results and analysis of this study by each of the three buildings is included as, Exhibit X, page 141.

The study of the "Pharmacy of Alternatives" is also included to show the receptiveness of teachers to take some next steps in professional growth and the kinds of alternatives they are considering. This study is included as Exhibit M, page 99, as evidence of professionalism of teachers.

Professional growth has been defined by the teachers as: (1) A willingness to take some next steps in the change process; (2) Their performance on a teaching team; (3) Their willingness to attend conference, make visitations, and read professional literature; and (4) Their acceptance of consultants and administrators as team members.

The final criterion has grown within our staff as the teachers themselves reported the acceptance of the consultant, Dr. Carswell, as well as include two administrators on their teaching teams.

A final study and Analysis of the training and experience of the teaching staff for the past five years is provided to show any significant trends in this dimension of the teaching staff. This study is included as Exhibit U, page 130.

## EVALUATIVE STATEMENTS REGARDING THE PROFESSIONAL GROWTH OF STAFF

1. A continued effort is needed to be exerted to provide effective communications with all of the staff before changes are made in the program.
2. Councils need to be established in the areas of curriculum, philosophy, and administration to develop greater commitment from all of the staff.
3. Continued in-service training needs to be provided for the staff in human relations, team teaching, and development of learning alternatives for students.
4. Each building principal should spend most of his time in instructional leadership and delegate the managerial tasks to assistant principals and secretarial staff.
5. The principal needs to become the primary agent for change in a building.

D. Develop an administrator-teacher relationship that allows the professional competencies of all professional educators to be supportive to the educational program.

## RECORDING AND ANALYZING THE ADMINISTRATOR-TEACHER RELATIONSHIPS

The involvement of the professional staff toward a supportive attitude is a continuous goal and the administrators and team leaders are conscientiously working to achieve the goal. There is no question but that the staff moves along on a ragged front with varying degrees of acceptance of the changes that are being implemented. There have been 7 or 8 teachers that have not supported the changes. In very few cases have they openly discussed their dissatisfactions with the principals or team leaders. On the study that asked the teachers what they thought about the differentiated staffing some responded that it was a devisive aspect that caused negativism toward the program. Of the seven or eight teachers that have been negative, none of them were team leaders who were receiving additional renumeration for their responsibilities. Other aspects of the program that have caused some teachers to be negative have been: (1) a basic conflict in philosophy; (2) the feeling that their ideas were not followed; (3) and their feeling that we were moving too rapidly in the change process.

Overall it would seem that a tremendous commitment has been made by 52 of the teachers. These teachers reported to the board of school trustees their support of the program and the need to continue the present direction. This commitment has caused the board to change their basic thinking toward the project.

There are some basic changes that have been made for next year that seem to be well accepted by the staff. These changes have resulted from one years experience in an innovative program and from the feedback of students, teachers, and community.

These are:

1. Five and one-half teachers were added in the district.
2. The elimination of team leaders at the elementary level. This responsibility is assumed by the building principal.
3. The training for team leaders in human relations to more effectively provide techniques for their colleagues in developing alternatives for the students.
4. The changing of administrators in the elementary and secondary programs.

## EVALUATIVE STATEMENTS REGARDING ADMINISTRATOR-TEACHER RELATIONSHIPS

1. Additional teachers need to be added to further individualize the learning process for the students.

2. Human relations training sessions need to be a part of the experiences for the teachers and administrators.

3. The opinions of all teachers need to be carefully assessed before changes are made in the program.

4. A continuous effort needs to be experted by the project director and building principal toward building commitment of the program, especially from those who have in the past been negative.

5. The urging of all teaching staff to include at least one conference or visitation that they think would be most helpful to them and achieve this project goal.

6. Setting a goal of reading at least four professional books for the next school year in the area of how students learn.

7. Continue with the task force as the decision making group regarding the project.

## DISSEMINATION PROCESS AND COSTS

Dissemination for the second year of the project has continued at the local, state, and national levels. While we are aware that the major responsibility of the project is at the local level there have been a number of publications sent to the state and national levels. The project developed through the regular involvement process of teachers, students, and community, four issues of the Fairfield News that was sent to all boxholders in the district. This document included photographs of the staff and pictures of activities as well as items expressing the learning process in the schools. The distribution of this document included 5,500 local community, 55 to state and nationally interested professional people.

The director has been involved at the state level in providing some leadership for dissemination at the state level through a state Title III Workshop. There have been seven presentations made by teachers and administrators during the school year to report what is taking place in the Fairfield District. These presentations were at neighboring districts and undergraduate college classes.

Dissemination was also accomplished through three area newspapers and national dissemination was achieved through the acceptance by ERIC of three documents. All releases to professional staff and to the public have been sent to the U.S. Office of Education Dissemination Unit as well as to the State Director of Title III, Indianapolis, Indiana.

The Fairfield District was recently named by the NASSP Model School Project as one of the schools to participate as a communication schools of the project. We have received many laudatory letters concerning the effectiveness of our dissemination process. A final area of dissemination has continued through the visitations made to the project and the correspondence sent on behalf of requests. There were 250 people visited the project and 250 separate letters sent to explain parts of the project. The total costs for correspondence, newsletters, professional papers, and presentations were $1,220.

## MOST SIGNIFICANT CHANGE FROM THE SECOND PROJECT YEAR

The most significant change during the second project year has been the actual implementation of the massive changes made at one time in the district. The parts of the total change implemented involved new and different facilities, more teacher aides, a newly disigned concept-centered curricula, fewer teachers, a differentiation of staffing, the use of multi-media instructional materials, the use of a modular-flexible schedule, i.t.a., team teaching, and non-grading.

The change took place as a total implementative package that is changed, altered, and refined. The change that took place is indicative of the implication made by the philosophy of the district to provide a learning environment to meet the needs of each child.

The same single change can also be identified by the change of attitude that took place with the professional staff as they became involved in developing and making these changes so that a single total implementative package could become a reality.

# EXHIBITS

# AND

# SUPPORTING DOCUMENTS

## EXHIBIT A

## THE FORMULATION OF BEHAVIORAL OBJECTIVES

An important part of the project is translating the broad general objectives of the program into more specific behavioral objectives for instruction. The overall philosophy of the project had to be restated in terms of desired changes in the behavior of students. In view of the newness of this approach for our staff, the volume of work accomplished is quite large. Table 1 presents a comparison of the number of written cognitive and affective instructional objectives which existed for the Fairfield Community Schools for the years 1966 and 1968.

Table 1

Comparison of Cognitive and Affective Objectives for the Years 1966 and 1968

| Learning Area and Grade Level | Number of Objectives | | | |
|---|---|---|---|---|
| | Cognitive | | Affective | |
| | 1966 | 1968 | 1966 | 1968 |
| Mathematics (Elementary) | | | | |
| K | | 5 | | 2 |
| 1 | | 18 | | |
| 2 | | 18 | | |
| 3 | | 29 | | |
| 4 | | 22 | | |
| 5 | | 13 | | |
| 6 | | 15 | | |
| Vocational & Practical Arts | | | | |
| Business and Office | | 89 | | 22 |
| Agriculture | | 87 | | 5 |
| Industrial Ed. | | 31 | | 11 |
| Home Ec. | | 86 | | 24 |
| Humanities | | | | |
| 7 | | 28 | | 5 |
| 8 | | 38 | | 12 |
| 9 | | 14 | | 15 |
| 10 | | 25 | | 12 |
| 11 | | 15 | | 7 |
| 12 | | 18 | | 12 |
| Foreign Language | | 4 | | |
| Health Education | | | | |
| 7 | | 27 | | 7 |
| 8 | | 15 | | 5 |
| 9 | | 41 | | 24 |
| 10 | | 1 | | 6 |
| 11 | | 1 | | 6 |
| 12 | | 5 | | 7 |

Table 1 (continued)

| Learning Area and Grade Level | Number of Objectives | | | |
|---|---|---|---|---|
| | Cognitive | | Affective | |
| | 1966 | 1968 | 1966 | 1968 |
| Math | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| Science | | | | |
| 7 & 8 | | 40 | | |
| 9 | | 37 | | |
| Chemistry | | 23 | | |
| Physics | | 9 | | |
| Language Arts | | | | |
| 1 | | 6 | | 7 |
| 2 | | 5 | | 6 |
| 3 | | 4 | | 5 |
| 4 | | 4 | | 7 |
| 5 | | 6 | | 7 |
| 6 | | 6 | | 8 |
| 7 | | 11 | | 8 |
| 8 | | 11 | | 8 |
| 9 | | 11 | | 8 |
| 10 | | 10 | | 8 |
| 11 | | 6 | | 5 |
| 12 | | 5 | | 6 |
| 13 | | 6 | | 5 |
| 14 | | 11 | | 8 |
| 15 | | 11 | | 8 |
| 16 | | 10 | | 9 |
| 17 | | 8 | | 7 |
| Health K-6 | | | | |
| K | | 8 | | 5 |
| 1 | | 12 | | 9 |
| 2 | | 16 | | 11 |
| 3 | | 31 | | 4 |
| 4 | | 26 | | 3 |
| 5 | | 22 | | 12 |
| 6 | | 16 | | |
| Humanities K-6 | | | | |
| K Music | | 4 | | 7 |
| 1 & 2 S. Studies (1st) | | 8 | | 5 |
| Music | | 27 | | 7 |
| Art | | 10 | | 36 |
| S. Studies (2nd) | | 35 | | 6 |
| 3 & 4 S. Studies (3rd) | | 7 | | 0 |
| Music | | 31 | | 7 |
| Art | | 28 | | 70 |

Table 1 (continued)

| Learning Area and Grade Level | Number of Objectives | | | |
|---|---|---|---|---|
| | Cognitive | | Affective | |
| | 1966 | 1968 | 1966 | 1968 |
| Humanities K-6 (continued) | | | | |
| S. Studies (4th) | | 30 | | 1 |
| 5 & 6 S. Studies | | 64 | | 26 |
| Art | | 28 | | 54 |
| Music | | 37 | | 13 |
| Total | | 1325 | | 578 |

The most striking feature of Table 1 is the absence of entries for the year 1966. Between the initiation of the project and the time of this report a total of 1325 cognitive objectives and 578 affective objectives have been formulated.

While excellent behavioral objectives were constructed in all areas of the curriculum, the objectives of the Humanities curriculum for grades 7 through 12 illustrate the way basic concepts were identified and used to provide general direction in further specifying objectives. In the broad area of learning related to the individual and society, for example, three concepts assume major importance:

1. Physical aspects of a country affect the lives of the people
2. Groups of people have developed social institutions suited to their needs.
3. Individuals should contribute and become involved in society.

In the broad area of culture, one of the concepts is that language and customs vary in given countries. The behavioral objectives selected to help establish this concept are shown:

a. Shall be able to clarify some of the customs of the Soviet Realm, Africa, Australia and Latin America.
b. Will demonstrate an acceptance of the culture of the Soviet Realm, Africa, Australia and Latin America in light of their own heritage.
c. They will recite some of the very basic words and phrases of the Spanish Language.
d. Shall compare some of the customs of the Soviet Realm, Africa, Australia and Latin American.
e. Read folk literature of the different cultures, as they are studies.
f. Read literature about the areas that are studied.
g. Compare or contrast some of the basic literary concepts of the different culturesstudied as well as our own culture.

In order to provide a better picture of the kinds of intellectual tasks included in the behavioral objectives, the objectives listed on every third page of the Humanities Curriculum Guide were analyzed. Each objective was read by an individual external to the school system and coded according to the level of Bloom's Taxonomy which the objective seemed to fit.

There was a total of 80 objectives listed on the pages sampled from the 36-page curriculum guide. Fourteen of these objectives were judged to be affective objectives. The remaining 66 were cognitive objectives. The results of the analysis and classification of the cognitive objectives is presented in Table 2 below.

Table 2

Percent of Behavioral Objectives
at Each Level of Bloom's Taxonomy

| Levels of Taxonomy | Number of Objectives | Percent |
|---|---|---|
| 6. Evaluation | 2 | 3 |
| 5. Synthesis | 11 | 17 |
| 4. Analysis | 18 | 27 |
| 3. Application | 11 | 17 |
| 2. Comprehension | 3 | 4 |
| 1. Knowledge | 21 | 32 |
| Total | 66 | 100 |

The data in the above table are quite revealing. While the large majority of instructional objectives in the typical school system tend to be concentrated on the knowledge level, just under a third of the new objectives prepared by the Humanities teachers fall at this level of the Taxonomy. The bulk of the objectives cluster in levels 3, application; 4, analysis; and 5, synthesis. This distribution of behavioral objectives suggests an emphasis on uses of knowledge and the development of intellectual skills as opposed to an emphasis on simply learning and storing information.

Summarizing the work of the Fairfield School teachers in the development of behavioral objectives, data have been offered which indicate a very high level of productivity in a comparatively new task. In addition, analysis of these products suggests that the teachers are stressing the development of higher mental processes and the acquisition of large inclusive concepts.

EXHIBIT B

A Study Of 26 Randomly
Selected Students In
Fairfield High School

# AFFECTIVE DEVELOPMENT

# OF

# HIGH SCHOOL STUDENTS

February

1969

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The second in a series of studies being conducted through a Title III ESEA grant, "Continuous Curriculum Development--Rural School." Herbert Tilley, Project Director; Richard Cook, Research Consultant, Gary Public Schools.

# INTRODUCTION

Jerome Bruner in, The Process of Education, stimulates direction toward program development when he says:

> Each generation gives new form to the aspirations that shape education in its time. What may be emerging as a mark of our own generation is a widespread renewal of concern for the quality and intellectual aims of education.

Too long the educational process has been directed toward factual knowledge and less attention paid to the development of attitudes, values, problem solving, and thinking.

A goal of the Title III Project of the Fairfield Community Schools has been to provide a curricula that includes and places emphasis for affective learning.

The philosophy of Fairfield includes the definition of education which indicates that education is a process by which man develops mentally, morally, physically, socially, emotionally, and spiritually.

One of the objectives of the instructional program places the student's sense of worth as the final criterion for all school practices.

The Fairfield Community Schools has therefore placed emphasis on affective development of children as partial fullfilment of the direction indicated in the philosophy and objectives of the district.

Dr. George Bloom has provided along with other scholars a development of affective learning processes to insure this vital area of student growth and development. Krothwohl, Bloom and Masia in an extensive study of course objectives generally found that many courses do include affective objectives. However, as the authors followed some of these courses over a period of 10 to 20 years, they found a rather rapid dropping of the affective objectives from the statements about the courses and almost complete disappearance of efforts at appraisal of student growth in this domain.

A concerted effort of developing affective growth in students has started in the Fairfield District. Greater emphasis has been placed on responsibility, values, decision making, and group process than has been generally emphasized throughout the district in the past.

A 6-week workshop was provided for the teachers, administrators, and teacher-aides to help develop concepts, behavioral goals, and evaluation procedures for the entire K-12 program. This process was established in part as a result of the research conducted by

Gange', Briggs, and Walbesser on behavioral objectives. They conclude that if behavior descriptions are made, learning occurs at a faster rate with greater efficiency, and with longer retention of what is learned.

The intent of this study is to determine whether or not affective development is taking place in the Fairfield Schools.

## Selection of Participants

Twenty-six students were selected randomly in grades 9-12 and asked to respond to an eight item analysis of areas that were identified with the areas of values, responsibility, and attitudes.

## Procedures

The director of guidance selected 28 students in grades 9-12 using the table of random numbers. The group of students were instructed to indicate one of three responses from the eight questions. These responses were more, less, or equal. Two of the selected students did not complete the instrument. The students were not asked to identify themselves on the completed surveys.

## Data Instrument

The instrument developed was utilized to show the extent of change in affective learning that took place from one year ago. The students identified their responses to 8 items and how they thought change affected them and to what extent. The areas of response were (1) More; (2) Less; (3) Equal. The data instrument is included in the appendix.

## Results and Discussion

Twenty-six randomly selected students in grades 9-12 at Fairfield High School participated in the identification of and amount of change that took place in some affective areas of learning.

The McNemar Test for the Significance of Changes[1] was utilized to determine the effect that changes in program possibly had on affective development of high school students. The Table of Critical Values of Chi Square was utilized when df (degrees of freedom) equal two was used to determine the level of significance.

$$X^2 = \frac{(103-37-1)^2}{103+37}$$

$$X^2 = \frac{(66-1)^2}{140}$$

$$X^2 = \frac{65^2}{140}$$

$$X^2 = \frac{4225}{140}$$

$$X^2 = 30.178$$

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[1] Sidney Siegel. Non Parametric Statistics for the Behavioral Sciences, New York, McGraw-Hill, 1956 pp. 63-67.

Conclusion: The chi square numeral is indicative that the development of students in these areas of affective criteria is highly significant and could not have occurred through chance factors working alone more than once in 1000 replications.

The survey can also be viewed in percentage figures from the group of randomly selected students participating in the study.

### PERCENTAGE RESULTS OF AFFECTIVE DEVELOPMENT FROM 26 RANDOMLY SELECTED FAIRFIELD HIGH SCHOOL STUDENTS, GRADES 9-12

| | MORE | LESS | EQUAL |
|---|---|---|---|
| 1. Do you have more friends? | 88% | 0% | 12% |
| 2. Do you like what you are doing? | 46% | 12% | 42% |
| 3. Do you feel free to talk over problems with counselors and teachers? | 42% | 19% | 39% |
| 4. Do you like the present scheduling? | 58% | 34% | 8% |
| 5. Do you think the teachers are friendlier than in the past? | 42% | 8% | 50% |
| 6. Do you feel your opinion counts in the classroom? | 35% | 15% | 50% |
| 7. Have you increased the number of books read this year. | 35% | 42% | 23% |
| 8. Do you attend optional school events? | 50% | 12% | 38% |

8

## Conclusions and Future Implications

This study to assess the significance of student affective development is an indicator that:

1. The identification of the areas of more participation in affective development of students could not have happened in only 1 in 1,000 replications of the changes in the affective domain.

2. The greatest changes occurred in the areas of: (1) More friends than a year ago; (2) The acceptance of modular scheduling; and (3) Attendance of more optional school events.

3. Students did not indicate significant change from a year ago in (1) Liking what they are doing; (2) The friendliness of teachers; and (3) Student opinion in the classroom.

4. The area identified as less effective than a year ago was the number of books students read from a year ago.

5. The study indicates there are areas for definite affective development provided for the high school students.

6. This study will have further implication with the area of students wanting to learn research study which is a further specific study of affective development of students.

## Review and Relevance of Overall Findings

It is highly significant that the randomly selected groups of students 9-12 reacted as they have to affective growth in the areas of this study.

It is also noteworthy that the order of significance of affective development indicates that:

1. High School Students have more friends than a year ago.

2. They generally like the present method of scheduling as compared to the traditional schedule.

3. The students attend more optional school events than they attended a year ago.

The areas identified by students that have remained the same in each program are:

1. They like what they are doing equally with what they did a year ago.

2. They think teachers are as friendly as they were a year ago.

3. They think the students' opinion in the classroom is as valuable as a year ago.

The area of reading books they thought was less effective this year than a year ago. The students indicated they had read fewer books than they read a year ago.

## APPENDIX I

The instrument used to identify the changes in affective development from 1 year ago for high school students.

| AFFECTIVE DOMAIN | MORE | LESS | EQUAL |
|---|---|---|---|
| 1. Do you have more friends? | ____ | ____ | ____ |
| 2. Do you like what you are doing? | ____ | ____ | ____ |
| 3. Do you feel free to talk over problems with counselors and teachers? | ____ | ____ | ____ |
| 4. Do you like the present scheduling? | ____ | ____ | ____ |
| 5. Do you think the teachers are friendlier than in the past? | ____ | ____ | ____ |
| 6. Do you feel your opinion counts in the classroom? | ____ | ____ | ____ |
| 7. Have you increased the number of books this year? | ____ | ____ | ____ |
| 8. Do you attend optional school events? | ____ | ____ | ____ |

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EXHIBIT C

# An Attitudinal Study Of Teachers And Administrators In Fairfield Community Schools In The Areas Of:

LEARNING

CURRICULA

SUPERVISION

PROFESSIONAL ATTITUDES

PROFESSIONAL BEHAVIOR

February

1969

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One of a series of studies being conducted through a Title III ESEA grant, "Continuous Curriculum Development--Rural School." Herbert Tilley, Project Director; Richard Cook, Research Consultant, Gary Public Schools.

# INTRODUCTION

Changes are accelerating at a rapid rate not only in business and industry but also in many phases of educational programs. It is apparent that the changes in education can occur through effective leadership incorporating the philosophy that attitudes toward learning, curricula, supervision, and professional growth are vital to make efficient program of learning for boys and girls.

Fairfield Community Schools through the effective leadership from the Board of School Trustees received a Title III, FSEA Grant with its primary purpose to implement a continuous process of curriculum development.

A variety of in-service workshops and conferences have been provided to include students, faculty, and community in implementing the changes which were indicated as project goals.

It is essential to know if there have been significant attitude changes with the professional staff. The effort expended to change attitudes resulted from a continual group process technique with a task orientation as the faculty developed a K-12 curricula.

J. Galen Saylor & William Alexander in their book, *Curriculum Planning,* define learning consisting of the changes in an individual--his knowledge, skills, attitudes, ways of his own behaving--that result from his experience.

It is the basic intent of this study to show the significance of attitudes expressed by faculty in the areas of learning, curricula, supervision, and professional growth.

## I. Procedure

### A. Selection of Participants

The selection of participants was accomplished utilizing the Table of Random Numbers. Thirty-five participants were included in the study from a faculty of 65 professional personnel. This group was composed of elementary and secondary teachers, and three administrators. There was equal proportional representation to total staff from each of the 3 schools in the Fairfield district. The learning areas represented in the study were: Language Arts, Humanities, Math, Science, Health, Vocational & Practical Arts, and Special Services. The personnel represented Fairfield Junior-Senior High School, New Paris Elementary School, and Millersburg Elementary School. The evaluative instruments marked by the participants did not require the identification of individual personnel.

### B. Data Instrument

A Likert Scale Attitude Inventory was designed using learning, curricula, supervision and professional growth as the basic areas of measurement. The participants had five options of reflecting their attitudes; these were: (1) Strongly agree; (2) Agree, (3) Uncertain, (4) Disagree, and (5) Strongly disagree. Ten positively stated items in each of the areas being measured were used as the most significant items in determining the attitudes that we are working toward in achieving the attitudes that were hoped would be reflected.

The Friedman Two-Way Analysis of Variance by Ranks[1] was used to determine the significance between the attitudinal choices. The Table of Critical Values of Chi Square with 4 df (degrees of freedom) was used to determine the level of significance.

## II. Results and Discussion

A. The Inventory Items used in assessing attitudes toward learning were:

1. Students have sufficient time in formal classroom instruction.
2. Concept-centered learning provides for greater student involvement than fact-centered learning.
3. Students are accepting greater responsibility for their learning than in the past.
4. A variety of student assignments better meet individual student learning needs.
5. A higher quality learning program is being provided than in the past.
6. The present program expects that students want to learn how to learn.
7. Teaching teams offer better learning opportunities for students than on the one teacher to one class basis.
8. The grouping of students should be done by demonstrated achievement of behavioral goals.
9. Success in learning can only be measured in terms of careful research.
10. Student self-discipline is more evident than under the traditional program.

The results of these attitudes are shown in Table I.

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[1] Sidney Siegel. Non Parametric Statistics for the Behavioral Sciences, New York, McGraw-Hill, 1956 pp. 166-172.

## TABLE I

## THE POST PROJECT RANK ORDER OF ATTITUDES TOWARD LEARNING FROM 35 RANDOMLY SELECTED SECONDARY AND ELEMENTARY TEACHERS AND ADMINISTRATORS OF FAIRFIELD COMMUNITY SCHOOLS

| Item No. | LEARNING | CONDITIONS | | | | |
|---|---|---|---|---|---|---|
| | | SA | A | U | D | SD |
| 1 | Sufficient Time | 3 | 1 | 2 | 4 | 5 |
| 2 | Concept-Learning | 2 | 1 | 3 | 4 | 5 |
| 3 | Student Responsibility | 3.5 | 1 | 2 | 3.5 | 5 |
| 4 | Variety Assignments | 2 | 1 | 3 | 4.5 | 4.5 |
| 5 | Higher Quality Learning | 2 | 1 | 3 | 4.5 | 4.5 |
| 6 | Learn How To Learn | 2 | 1 | 3.5 | 3.5 | 5.0 |
| 7 | Team Teaching | 2 | 1 | 3 | 4.5 | 4.5 |
| 8 | Student Grouping | 3 | 1.5 | 1.5 | 4.5 | 4.5 |
| 9 | Research | 5 | 2 | 1 | 3.5 | 3.5 |
| 10 | Self-Discipline | 4 | 1 | 4 | 2 | 4 |
| Sum of Ranks per Condition | | 28.5 | 11.5 | 26.0 | 38.5 | 45.5 |
| Final Ranks for Conditions | | 3 | 1 | 2 | 4 | 5 |

Friedman Two-Way Analysis of Variance By Ranks is:

$$Xr^2 = \frac{12(5173)-180}{300}$$
$$Xr^2 = 206.92-180$$
$$Xr^2 = 26.92$$

Reference to the Table of Critical Values of Chi Square when df=K-1=5-1=4 is significant beyond the .001 level.

Conclusion: The final ranks for conditions are very highly significant. This implies that such an array could not have occurred through chance factors working alone more than once in 1000 replications of this experiment. The vast majority of teachers "agree" with the statements as a whole since this was the condition which received the rank of 1.

## B. Attitude Items In Curricula Area:

Below are the attitude items:

1. Behavioral goals are clearly identified to the student.
2. The behavioral goals developed last summer serve as an excellent basis for the courses this year.
3. It is essential the minimum, desirable, and enrichment behavioral objectives become identified for each phase of instruction.
4. Evaluative data are essential for developing instructional strategy with the student.
5. Students should identify their goals and the instruction individualized to aid in student motivation.
6. A variety of teaching methods and techniques are essential for effective student learning.
7. Learning process is more important than learning content.
8. Curricula guides greatly aid in team planning.
9. Effective student learning means make it tough, pressurized and as difficult as possible.
10. Learning content is vital to effective classroom instruction rather than the process.

The results in rank order of the attitudes toward curricula are shown in Table II.

## TABLE II

## THE RANK ORDER OF ATTITUDES TOWARD THE CURRICULA FROM 35 RANDOMLY SELECTED SECONDARY AND ELEMENTARY TEACHERS AND ADMINISTRATORS OF FAIRFIELD COMMUNITY SCHOOLS.

| Item No. | CURRICULA | CONDITIONS<br>SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | Goals Identified | 5 | 2 | 1 | 3 | 4 |
| 2 | Goal Reality | 5 | 2 | 1 | 3 | 4 |
| 3 | Meeting Needs | 3 | 2 | 1 | 4 | 5 |
| 4 | Evaluation | 2 | 1 | 3 | 4 | 5 |
| 5 | Student Goals | 2 | 1 | 3.5 | 3.5 | 5 |
| 6 | Multi-Approach | 1 | 2 | 4 | 4 | 4 |
| 7 | Learning Process | 2 | 1 | 3 | 4.5 | 4.5 |
| 8 | Guides | 3 | 1 | 2 | 4 | 5 |
| 9 | Pressure | 1 | 2.5 | 2.5 | 4 | 5 |
| 10 | Content | 1.5 | 1.5 | 3 | 5 | 4 |
| Sum of Ranks Per Condition | | 25.5 | 16 | 24 | 39 | 45.5 |
| Final Ranks for Conditions | | 3 | 1 | 2 | 4 | 5 |

Friedman's Two-Way Analysis of Variance By Ranks is:

$$Xr^2 == \frac{12(5073.5)}{300} - 180$$

$$Xr^2 = 202.94-180$$

$$Xr^2 = 22.94$$

Reference to the Table of Critical Values of Chi Square when df=K-1=5-1=4 is significant beyond the .001 level.

Conclusion: The final ranks for conditions are very highly significant. This implies that such an array could not have occurred through chance factors working alone more than once in 1000 replications of this experiment. The vast majority of teachers "agree" with the statements as a whole since this was the condition which received the rank of 1.

C. Attitude Items in Supervision Area:

The following 10 items were used in the area of supervision:

1. Supervision should be individualized to the differences of the instructor.
2. The team leader should provide supervision for the team.
3. A visitation should be followed with a conference.
4. The Flanders Interaction Analysis provides an objective assessment of what's happening in the classroom.
5. Micro-teaching is the best method known to improve the quality of classroom instruction.
6. Supervision should have instructional improvement as the priority goal.
7. An objective open assessment of a learning situation is desired through supervision.
8. Individualized instruction for teachers should be provided through in-service education.
9. Teacher attitude change is the best known method of improving the quality of classroom instruction.
10. Supervision should be critical and supportive.

The results of the attitudes shown in rank order are indicated in Table III.

# TABLE III

## THE RANK ORDER OF ATTITUDES TOWARD SUPERVISION FROM 35 RANDOMLY SELECTED SECONDARY AND ELEMENTARY TEACHERS AND ADMINISTRATORS OF FAIRFIELD COMMUNITY SCHOOLS.

| | | CONDITIONS | | | | |
|---|---|---|---|---|---|---|
| Item No. | SUPERVISION | SA | A | U | D | SD |
| 1 | Individualized | 2 | 1 | 4 | 3 | 5 |
| 2 | Team Leader | 2 | 1 | 3 | 4 | 5 |
| 3 | Visitation | 2 | 1 | 3 | 4 | 5 |
| 4 | Flanders | 2.5 | 2.5 | 1 | 4.5 | 4.5 |
| 5 | Micro-Teaching | 4 | 4 | 1 | 2 | 4 |
| 6 | Improvement | 2 | 1 | 4 | 3 | 5 |
| 7 | Assessment | 2 | 1 | 5 | 3.5 | 3.5 |
| 8 | In-Service | 2 | 1 | 3 | 4 | 5 |
| 9 | Attitude | 2.5 | 1 | 2.5 | 4 | 5 |
| 10 | Supportive | 2 | 1 | 3 | 4 | 5 |
| Sum of Ranks Per Condition | | 23 | 14.5 | 29.5 | 36 | 47 |
| Final Ranks for Conditions | | 2 | 1 | 3 | 4 | 5 |

Friedman's Two-Way Analysis of Variance By Ranks is:

$$Xr^2 = \frac{12(5114.5)}{300}-180$$
$$Xr^2 = 204.58-180$$
$$Xr^2 = 24.58$$

Reference to the Table of Critical Values of Chi Square when df=K-1=5-1=4 is significant beyond the .001 level.

Conclusion: The final ranks for conditions are very highly significant. This implies that such an array could not have occurred through chance factors working alone more than once in 1000 replications of this experiment. The vast majority of teachers "agree" with the statements as a whole since this was the condition which received the rank of 1.

## D. Professional Attitudes:

The following 10 items were used in the area of development of professional attitudes. They were:

1. I am more supportive of the present program now than I was when school began.
2. I feel more secure in the system than a year ago.
3. Teacher-administrator relationships are compatable.
4. My attitude is usually positive toward change.
5. In-service Education is vital to professional growth.
6. It is not necessary for colleagues to be present when unkind statements are made about them.
7. Attendance at conferences are essential for professional gorwth.
8. Esprit de corps of the faculty has improved from the beginning of the school year.
9. A positive view of self is a necessary part of professional growth.
10. Sharing in the decision-making process is important to aid in professional growth.

The results of the attitudes shown in rank order are indicated in Table IV.

## TABLE IV

## THE RANK ORDER OF ATTITUDES TOWARD PROFESSIONAL ATTITUDES FROM 35 RANDOMLY SELECTED SECONDARY AND ELEMENTARY TEACHERS AND ADMINISTRATORS OF FAIRFIELD COMMUNITY SCHOOLS.

| | | CONDITIONS | | | | |
|---|---|---|---|---|---|---|
| Item No. | PROFESSIONAL ATTITUDES | SA | A | U | D | SD |
| 1 | Support | 2 | 1 | 3 | 4 | 5 |
| 2 | Security | 4 | 1 | 2 | 3 | 5 |
| 3 | Relationships | 2 | 1 | 3 | 4 | 5 |
| 4 | Change | 2 | 1 | 3 | 4.5 | 4.5 |
| 5 | In-Service | 2 | 1 | 3 | 4.5 | 4.5 |
| 6 | Colleagues | 1 | 2 | 3 | 4 | 5 |
| 7 | Conferences | 2 | 1 | 3 | 4.5 | 4.5 |
| 8 | Esprit de corps | 3.5 | 1 | 2 | 3.5 | 5 |
| 9 | Self | 2 | 1 | 4 | 4 | 4 |
| 10 | Decision Making | 1.5 | 1.5 | 4 | 4 | 4 |
| Sum of Ranks Per Condition | | 22 | 11.5 | 30 | 40 | 46.5 |
| Final Ranks for Conditions | | 2 | 1 | 3 | 4 | 5 |

Using Friedman's Two-Way Analysis of Variance By Ranks is:

$$Xr^2 = 211.14-180$$
$$Xr^2 = 31.14$$

Reference to the Table of Critical Values of Chi Square when df=K-1=5-1=4 is significant beyond the .001 level.

Conclusion: The final ranks for conditions are very highly significant. This implies that such an array could not have occurred through chance factors working alone more than once in 1000 replications of this experiment. The vast majority of teachers "agree" with the statements as a whole since this was the condition which received the rank of 1.

## E. Professional Behavior

The final area considered were 10 statements soliciting the attitudes in the area of professional behavior. A listing of these statements are:

1. I am more supportive of the present program now than I was when school began.
2. I am able to make more positive statements about the program than negative statements.
3. I am more open and free to talk to my colleagues than a year ago.
4. Professional reading has become a part of "needing to keep up" in my area of responsibility.
5. Communications between levels of responsibilities are improved from a year ago.
6. I can better solve my own professional problems than a year ago.
7. Leadership development is more possible in our present program.
8. The freedom to demonstrate creative instructional processes is more possible with our present program.
9. Opportunities to accept greater responsibility are provided in our present program.
10. The staff is working harder (more hours, greater intensity, greater concern) than under the program a year ago.

The results of the attitudes shown in rank order are indicated in Table V.

## TABLE V

## THE RANK ORDER OF ATTITUDES TOWARD PROFESSIONAL BEHAVIOR FROM 35 RANDOMLY SELECTED SECONDARY AND ELEMENTARY TEACHERS AND ADMINISTRATORS IN FAIRFIELD COMMUNITY SCHOOLS.

| Item No. | PROFESSIONAL BEHAVIOR | CONDITIONS | | | | |
|---|---|---|---|---|---|---|
| | | SA | A | U | D | SD |
| 1 | Support | 2 | 1 | 3 | 4 | 5 |
| 2 | Positive Communication | 1.5 | 1.5 | 3 | 4 | 5 |
| 3 | Free and Open | 1 | 2 | 3 | 4 | 5 |
| 4 | Professional Reading | 2 | 1 | 3.5 | 3.5 | 5 |
| 5 | Communication Levels | 3 | 1 | 2 | 4 | 5 |
| 6 | Problem Solving | 3 | 1 | 2 | 4 | 5 |
| 7 | Leadership | 2 | 1 | 3 | 4.5 | 4.5 |
| 8 | Creativeness | 2 | 1 | 4 | 3 | 5 |
| 9 | Responsibility | 2 | 1 | 3 | 4.5 | 4.5 |
| 10 | Hard Work | 1 | 2 | 4 | 4 | 4 |
| Sum of Ranks Per Condition | | 19.5 | 12.5 | 30.50 | 39.5 | 48 |
| Final Ranks for Conditions | | 2 | 1 | 3 | 4 | 5 |

Friedman's Two-Way Analysis of Variance By Ranks is:

$$Xr^2 = 213.24-180$$
$$Xr^2 = 33.24$$

Reference to the Table of Critical Values of Chi Square when df=K-1=5-1=4 is significant beyond the .001 level.

Conclusion: The final ranks for conditions are very highly significant. This implies that such an array could not have occurred through chance factors working alone more than once in 1000 replications of this experiment. The vast majority of teachers "agree" with the statements as a whole since this was the condition which received the rank of 1.

## III. Review and Relevance of Overall Findings

### A. Review

The randomly selected participants expressed their attitudes toward four basic dimensions of change that have taken place in the Fairfield Community Schools. The four areas in which participants reflected their attitudes were (1) Learning, (2) Curricula, (3) Supervision, (4) Professional Growth.

In each of the areas assessed the final ranks for the conditions are very highly significant. This implies that such an array could not have occurred through chance factors working alone in more than one in 1,000 replications of this experiment. The vast majority of teachers "agree" with the statements as a whole since this was the condition which received the rank of 1.

In the areas of supervision, professional attitudes, and professional behavior there was a higher response to "agree" and "strongly agree" since these areas received the rank of one and two.

The areas of learning and curricula while there was highly significant agreement to the statements the ranking of one and three were given to "agree" and strongly agree." The area receiving the rank of two in these areas was the condition of "uncertain."

### B. Relevance

It is most relevant that the statements reflected in the inventory are statements which would not have been answered in this manner by chance only in 1 in 1,000 replications of the experiment.

It is apparent that conditions and experiences have been provided for our professional staff that have significantly changed these attitudes in at least four dimensions. These being: learning, curricula, supervision, and professional growth.

Some statements of relevance are:

1. Attitudes of educators can be changed significantly without utilizing sensitivity training.
2. In-service training in a group setting, visitations, and cooperative planning can help to significantly change the attitudes of educators.
3. The provision for and encouragement to try innovative practices can aid in significantly altering the attitudes of educators.
4. The utilization of recognized experts in education working with educators in a group setting can change attitudes.

5. The group process approach with a task orientation alters attitudes of educators.

6. While significant attitude changes are evident these expressed attitudes may vacillate depending on variances when the survey was given. For example, what day, the events of the day, time of day, and responsibilities of the teacher or administrator.

7. In any staff these relevant statements do not include the thinking of everyone. However, this situations should be the thinking of a minority. In some cases a vital minority.

## IV. Implications for Further Development

There are sufficient significance levels to indicate some attitudes by the staff and administrators in the areas of learning, supervision, curriculum and professional growth.

The implications further would reveal that changes in attitude can occur without sensitivity training. However, it is also not determined in the scope of this study how lasting the attitude change will be utilizing the technique of group process with a task orientation.

The third area of implication lies within the study itself. A second treatment of the study concerns which of the ten statements in each area is the most significant area of the change in attitudes that took place.

A fourth implication lies in the area of the flexibility that is evident between attitudes of educators and their exhibited behavior. The consistency factor of behavior would be another area for further study.

A final implication -- The significance of this study lies in the acceptance of its results as areas to build on for refinement in the process of attitude change related to learning, supervision, curriculum and professional growth.

EXHIBIT D

## Impact of the Continuous Curriculum Innovation Project on Course Area Selections, 1964-1968

The question was asked, Has the course area selection drifted over the years 1964 to 1968. Data to assist in answering this question can be obtained by plotting course area, Humanities, Mathematics, Science, Business, Vocational, Health and Physical Education, and Social Science, over the years. These data can be seen in Table 1.

Table 1

Course Trends by Area of Learning

| Area | 1964 | 1965 | 1966 | 1967 | 1968 |
|---|---|---|---|---|---|
| Humanities | 14 | 14 | 14 | 18 | 15 |
| Math | 9 | 5 | 7 | 5 | 5 |
| Science | 4 | 4 | 4 | 4 | 4 |
| Business | 6 | 7 | 7 | 7 | 8 |
| Vocational (Ag., Home Ec., Industrial Arts) | 3 | 4 | 4 | 5 | 8 |
| Health & Phys. Ed. | 4 | 4 | 4 | 3 | 3 |
| Social Science | 1 | 1 | 1 | 1 | 1 |

A two-way analysis of variance was performed on these data. The results are presented in Table 2.

Table 2

Two-Way Analysis of Variance, Course Area by Years, 1964-68

| Source | df | SS | MS | F | Significance |
|---|---|---|---|---|---|
| Course Area | 6 | 591.08 | 98.51 | 58.28 | 1% |
| Years | 4 | 2.17 | .54 | ----- | N.S. |
| Error | 24 | 40.64 | 1.69 | | |
| Total | 34 | 633.89 | | | |

From the results of the analysis it can be seen that the number courses offered differs by areas, which is to be expected. The total number of courses offered per year, however, does not differ over the years.

An inspection of Table 1 suggests possibly the Humanities offerings have remained stable with the possible exception of a temporary increase in 1967. Science, Health adn Physical Education, Business, and Social Science are rather stable. It is the Vocational Education courses which have been consistent gainers. Mathematics may have dropped from an initial high of nine to a more recent stable level of five.

It might be concluded that the continuous innovation project has had an impact in course offerings in recent years, by increased offerings in Vocational Education.

EXHIBIT E

# IMPACT ON THE CONTINUOUS CURRICULUM INNOVATION PROJECT ON THE NUMBER OF REQUIRED COURSES TAKEN BY STUDENTS

As part of the curriculum innovation project, the requirement that a certain number of courses be taken was abolished although taking four courses was still encouraged. This compares to five required courses during the school year 1967-68, and four required in 1966-67.

The data were gathered on either 29 or 30 randomly sampled students in the 10th, 11th, and 12th grades for these years with the exception that no data were available for the Sophomores for 1966-67. The data were number of courses taken each year.

The analysis was a one-way analysis of variance followed by orthogonal comparisons of means within each of the three sets of data: Senior, Juniors, and Sophomores. The analyses of variance are presented in Table 1.

Table 1

Analysis of Variance of Number of Courses Taken 1966-1969 by Eight Classes

| Source | df | SS | MS | F | Significance |
|---|---|---|---|---|---|
| Classes | 7 | 81.94 | 11.71 | 20.99 | 1% |
| Within | 230 | 128.41 | .558 | | |
| Total | 237 | 210.35 | | | |

The means of the number of courses taken by Sophomores, Juniors, and Seniors by years is presented in Table II with the F test of difference and its significance level.

Table 2

Mean Number of Courses Taken
by Class and Year

| | 1966-67 | 1967-68 | 1968-69 | F | Significance |
|---|---|---|---|---|---|
| Seniors | 6.88 | 5.66 | 5.18 | 80.84 | 1% |
| Juniors | 7.04 | 6.47 | 5.87 | 36.58 | 1% |
| Sophomores | ---- | 6.27 | 6.54 | 1.06 | N.S. |

It can be noted from Table 1 that there were differences among the classes over the three years in the number of courses taken. From Table 2 it can be seen that for both the Seniors and Juniors the number of courses taken differs over the three years and inspection of the means reveals that the course load has been dropping during these years. For the Sophomores for the two years of data, 1967 through 1969, there is no difference in the course load.

Thus, it can be concluded that in general the total number of courses taken has been dropping in the last few years.

EXHIBIT F

## The Differential Value Profile

The Differential Value Profile is a 134 item questionnaire designed to reveal the kinds of values which are considered most important to individual students. Scores are obtained for six values:

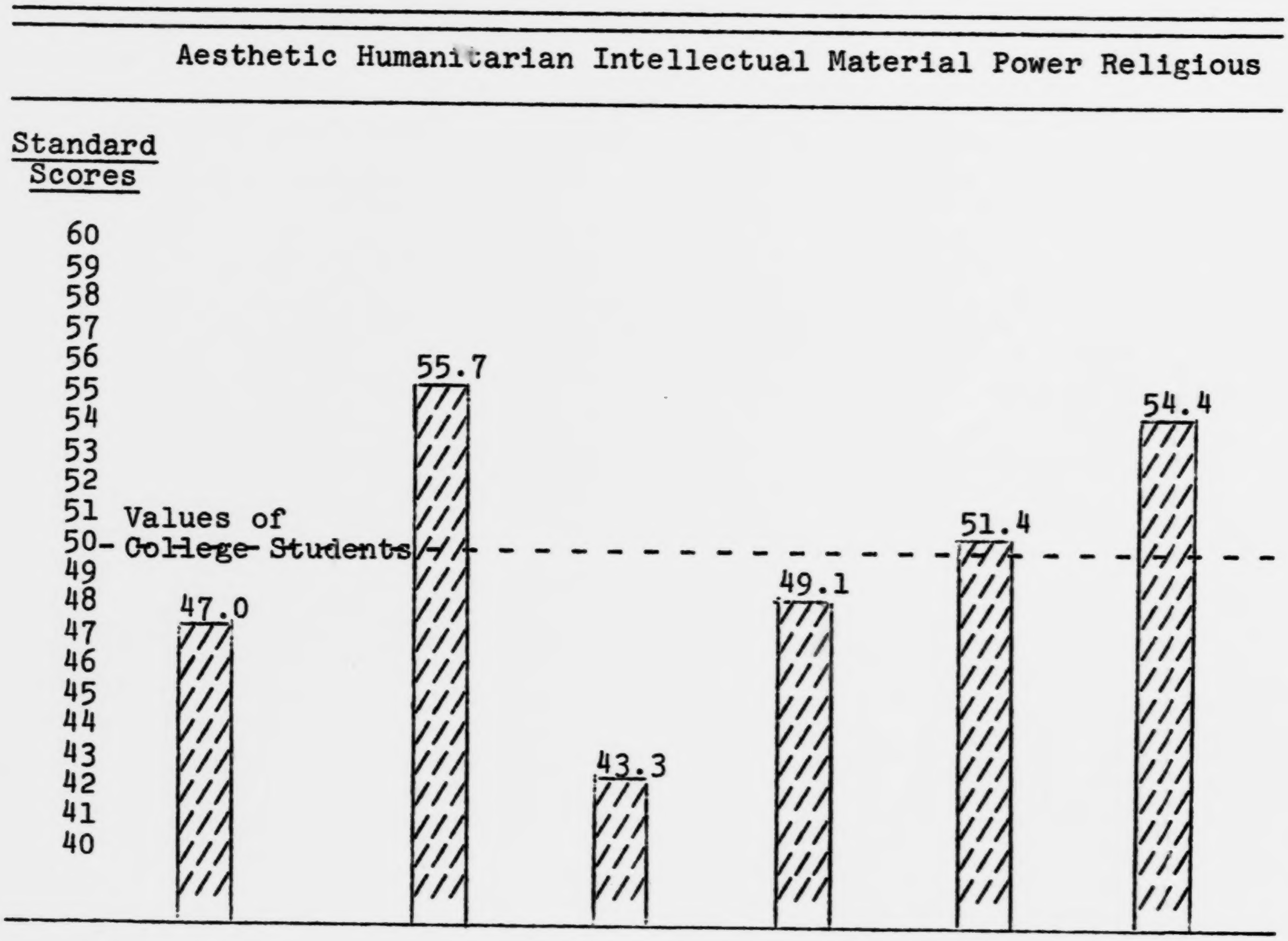
1. Aesthetic - interest in the artistic aspects of life; form, beauty, symmetry.
2. Humanitarian - interest in other people; kind, sympathetic, unselfish.
3. Intellectual - interest in rational and theoretical pursuits; systematizes.
4. Material - interest in economic value; production, marketing, accumulating.
5. Power - interest in leadership or domination of others; competition.
6. Religious - interest in close relationship with the Devine; commitment to a Higher Purpose, Faith.

Students indicate their values by responding to such statements as "Life finds its most wonderful expression in the fine arts." Students respond by stating that they either strongly agree, agree, disagree, or strongly disagree with the statement.

The Differential Value Profile was administered to students in the 11th grade in 1968 and again to the same students when they were in the 12th grade one year later (1969). The purpose of the administrations was two fold. First we wanted to see how the values of our students compared with the values of the standardization group. The Value Profile was standardized on 6,443 college students in 22 colleges and Universities across the nation. These norms provide only a rough guide line against which to compare our students. Nevertheless, the norms should be applicable enough to tell us which values are predominant among our students and which values tend to receive less emphasis. The figure on the following page presents the average score (mean score) of our students. Thereaverage scores obtained by the other college students are indicated by the dotted line across the graph.

Figure 2

MEAN SCORES OF FAIRFIELD STUDENTS ON THE DIFFERENTIAL VALUE ADMINISTERED IN 1968 and 1969



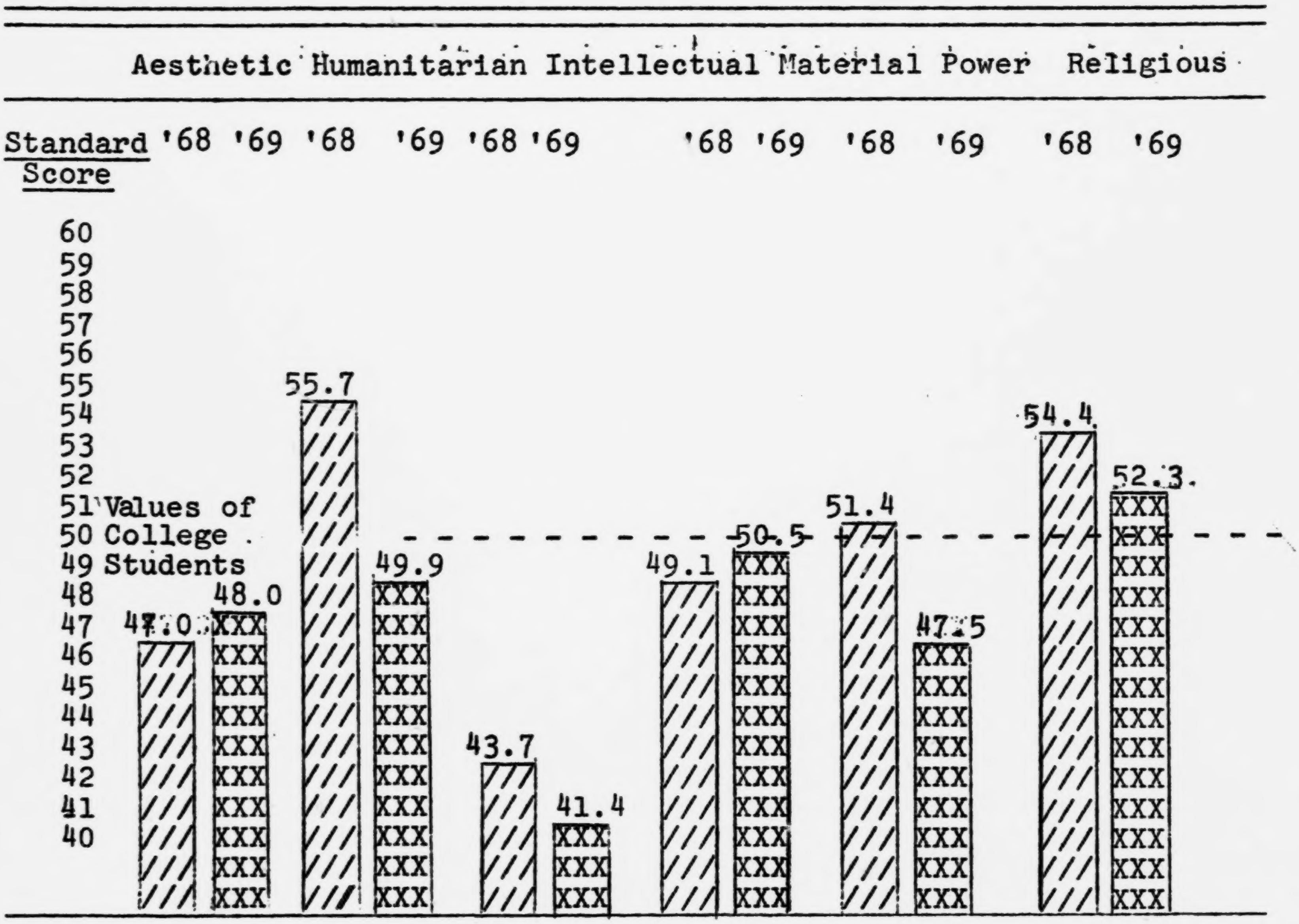
N = 30

The mean scores exhibited in Figure 2 suggest a decrease in Humanitarial Values and in Values centering around Power. Whether these changes are traceable to the school program or to general maturation of the students is not known.

The second administration of the Value Profile indicates again the relatively low value for Intellectual pursuits and the high value placed on Religious concerns. Except for these two features the senior students of Fairfield are much like the college students on whom the questionnaire was standardized.

Figure 1

MEAN SCORES OF FAIRFIELD STUDENTS ON DIFFERENTIAL VALUE PROFILE*



*Based on a sample of 30

Since values are highly personal, the dotted line indicating the values of college students is not a goal to be reached, but simply a reference point which is helpful in interpreting the scores of our own students. Using this reference point as a base, it appears that the students of Fairfield tend to place a relatively high value on the humanitarian and religious aspects of life and a relatively low value on the aesthetic and intellectual components.

A second purpose for administering the Differential Value Profile was to determine whether change in values occur which might be related to the school program. Thus, there is interest in comparing the scores obtained on the Value Profile in 1968 with the scores earned by the same students when tested again in 1969. Figure 2 presents that comparison.

EXHIBIT G

## A Study of Absenteeism by Grade

## Over the Period 1966-69

Over the period 1966 to 1969 the data from the state attendance forms were used to calculate the percent present in the grades Kindergarten, three, four, six, through ten and twelve.

A two-way analysis of variance, with years and grade level as the main dimension was done on the data and is reported in Table 1.

Table 1

Analysis of Variance of Attendance Data, 1966-69.

| Source | df | SS | MS | F | Sig. |
|---|---|---|---|---|---|
| Years | 2 | 53.97 | 26.98 | 2.54 | N.S. |
| Grade | 8 | 6.34 | .79 | ---- | N.S. |
| Grade x Years | 10 | 169.98 | 10.62 | | |
| Total | 26 | 230.29 | | | |

It can be seen from Table 1 that neither the year means nor the grade means differ significantly. Thus, it cannot be said that the innovations made absenteeism drop, or go up for that matter. It also appears that there are no trends noticeable in the grade level data.

Thus the continuous innovation project has had no adverse or beneficial effect on attendance over the years.

# EXHIBIT H

## A Two-Year Study of Student Participation in Extra-Curricular Activities

Each student enrolled in grades 7 through 12 listed the extra-class activities in which he was involved. The questionnaire was administered both in 1967-68 and 1968-69. A total of 28 extra-class activities were listed. They included

- Annual Staff
- Audio-visal
- Band
- Baseball
- Basketball
- Cheerleader
- Class Officer
- Class Play
- Cross Country
- Choir
- F.F.A.
- F.H.A.
- Football
- Intramurals
- Library Science
- Medicorps
- National Honor Society
- Organization Officer
- Pep Band
- Pep Club
- Student Council
- Sunshine Society
- Swing Band
- Swing Choir
- Tennis
- Track
- Varsity Club
- Wrestling

Table 1 depicts the total number of extra-class enrollments by class in 1968-69 and in 1967-68.

Table 1

Enrollments in Extra-Class Activities

| Grade | 1967-68 | 1968-69 |
|---|---|---|
| 12 | 102 | 96 |
| 11 | 188 | 256 |
| 10 | 167 | 259 |
| 9 | 137 | 192 |
| 8 | 141 | 171 |
| 7 | 105 | 99 |
| Total | 840 | 1073 |

The most striking contrast between extra-class participation in the two school years is the hefty 28% increase in 1968-69 over 1967-68. Decrements occur only in the 7th and 12th grades and these are small enough differences to be statistically uninteresting. Dramatic increases may be observed for grades 10 and 11.

The question of what kind of extra-class activities account for these differences remains. Are a few special situations causing the increases? Tables 2, 3, and 4 offer data bearing on this issue.

Table 2

Enrollments in Interscholastic and Intramural Sports

| Grade | 1967-68 | 1968-69 |
|---|---|---|
| 12 | 7 | 19 |
| 11 | 43 | 64 |
| 10 | 39 | 85 |
| 9 | 64 | 62 |
| 8 | 80 | 72 |
| 7 | 53 | 43 |
| Total | 286 | 345 |

Table 3

Enrollments in Extra-Class Music or Drama

| Grade | 1967-68 | 1968-69 |
|---|---|---|
| 12 | 35 | 29 |
| 11 | 54 | 64 |
| 10 | 40 | 42 |
| 9 | 38 | 49 |
| 8 | 43 | 96 |
| 7 | 46 | 41 |
| Total | 256 | 321 |

Table 4

Enrollments in All Other Extra-Class Activities

| Grade | 1967-68 | 1968-69 |
|---|---|---|
| 12 | 60 | 48 |
| 11 | 91 | 128 |
| 10 | 88 | 132 |
| 9 | 35 | 81 |
| 8 | 18 | 3 |
| 7 | 6 | 15 |
| Total | 298 | 407 |

Of the 28 extra-class activities nine fell in the category of sports. In 1968-69 sports enrollments increased 21% over 1967-68. Six of the listed activities were in the music or drama group. Here increases in 1968-69 over 1967-68 were at the 25% level. The most substantial difference in music or drama occurred at the 8th grade level where a robust 123% increase was posted.

While both sports and music or drama posted healthy enrollment gains in 1968-69 over 1967-68 the remaining 13 extra-class activities accumulated 37% more enrollments in 1968-69 compared to 1967-68.

Only one of the 28 acitvities was inaugurated in 1968-69. Total enrollments in this new club amounted to 13. It may be concluded, therefore, that the level of enrollments in extra-class among secondary school students was substantially higher in 1968-69 compared to the previous year.

# EXHIBIT I

## Learning to Learn

In order to obtain a better picture of the way students make use of the learning opportunities afforded by the schools, 137 students randomly selected from grades 8 through 12 were administered the Inventory of Learning to Learn. This inventory indicates the frequency with which students held conferences with teachers, worked with other students in formal class projects, worked with students informally in labs and shops, used independent study aids, sought help from the counselor for learning difficulties or worked on independent study projects.

The main findings revealed by this inventory are presented in the following tables. Table 1 shows the number of students using the various learning activities which have received special emphasis in the Project.

Table 1

Number of Students Utilizing Various Learning Activities

| Activity | None | Daily | Weekly | Monthly | Semester | Total |
|---|---|---|---|---|---|---|
| Personal conf. with teachers | 14 | | 41 | | 79 | 134 |
| Student-student learning experience (formal) | 2 | 35 | 89 | 7 | 5 | 138 |
| Student-student learning experience (informal) | 7 | 32 | 94 | 3 | | 136 |
| Indep. study in resource center | | | | | | |
| a. Library | 7 | 41 | 77 | 8 | 2 | 135 |
| b. Library Pers. | 48 | 7 | 40 | 4 | 36 | 135 |
| c. Aides | 45 | | 70 | 10 | 14 | 135 |
| d. Audio Visual | 69 | | 26 | 8 | 34 | 137 |
| e. Instructional Packets | 64 | 4 | 55 | 8 | 8 | 139 |
| f. Multi-texts | 8 | | 71 | 1 | 10 | |
| g. Corres. courses with I. U. | 139 | | | | | 139 |
| To guidance counselor for learning difficulties and course selection | 31 | | 8 | 1 | 97 | 137 |
| How much of a school day do you spend on indep. study projects | 10 | 110 | 12 | | 5 | 137 |

The most striking entry in the Table above is the indication that 110 students, or 80 percent of those reporting, are spending some part of each day engaged in independent study projects. This is particularly gratifying as a major objective of our work has been to create more opportunities in which students can learn self direction and independence in sustaining their own studies.

Further analysis of the student responses in this category suggests that emphasis on independent work occurs in a number of the modular units. Table 2 shows amount of time spent daily in independent study projects.

Table 2

Amount of Time Spent Daily on Independent Study Projects

| Unit of Time | Number of Students |
|---|---|
| 10 minutes | 1 |
| 1 mod. | 21 |
| 2 | 31 |
| 3 | 13 |
| 4 | 21 |
| 5 | 6 |
| 6 | 2 |
| 7 | 3 |
| 8 | 5 |
| 9 | 4 |
| 10 | 2 |
| 11 | 1 |
| Total | 110 |

In addition to independent study, high daily and weekly use is made of student study groups, both formal and informal. Combining students who report daily and weekly use of the library (41 + 77), we note regular use of this facility by 87% of the students sampled. It should be pointed out that "weekly" actually means once a week or more.

The actual tally of students reporting library usage by the week is shown in Table 3.

Table 3

Number of Students Using Library

| Times Per Week | Number of Students |
|---|---|
| 1 | 13 |
| 2 | 16 |
| 3 | 6 |
| 4 | 7 |
| 5 | 9 |
| 6 | 6 |
| 7 | 1 |
| 8 | 4 |
| 10 | 8 |
| 15 | 1 |
| 16 | 2 |
| 18 | 1 |
| 20 | 1 |
| 25 | 1 |
| 27 | 1 |
| Total | 77 |

In summarizing the data gathered by the Inventory of Learning to Learn, the primary data (Table 1) suggests rather frequent use of the learning opportunities offered within the Project. Independent work, student study groups, and library facilities seem to be used with high frequency.

Multi-texts, special aids, and student-teacher conferences form a second group of learning opportunities which also enjoyed relatively frequent use. All activities, taken together, represent a much broader range of learning activities than were used by our students previously.

EXHIBIT J

# SUGGESTED TEACHER AIDE TRAINING PROGRAM

## First Day

8:00 A.M. - Mr. Ward: Routine, Responsibility and Materials, Handbook for Aides, What are we trying to do.

10:00 A.M. - Mr. Tilley: Explain about Title III ESEA and what the workshop is all about.

11:00 A.M. - Mr. Bailey: Fairfield High School, Who will work there, Plans for next fall.

1:00 P.M. - Mr. Secor: New Paris Grade

2:00 P.M. - Mr. Andrews: Millersburg Grade

3:00 P.M. - Mr. Ward: Questions and Answers

## Second & Third

Audio-Visual - Mr. Swihart

Learn to operate: Record players; opaque, filmstrip, 16mm & 8mm projectors; tape recorders; & tape eraser.

Simple repairs for all above equipment; how to make transparencies both singles and overlays; how to make tapes and slides; how to use a dry mount press.

Bulletin Boards - Mrs. Wysong

Layout Skills
Printing Skills
Working with different materials
Developing and keeping a file of necessary material

## Fourth & Fifth

To be handled by Vocational Team (Mrs. Hughes).

1. Touch Typing - Up to five hours of instruction.
2. Machine Operation - Spirit Duplicator, Mimeograph, Copying Machine, Adding Machine & Calculator.
3. Filing
4. How to prepare a ditto & mimeograph master.
5. General Office Skills - How to write a business letter, answer telephone, etc.

## Sixth Day

Panel of Teachers: Philosophy & Goals
Meeting Individual Needs of Students
Stressing Human Dignity
Developing Good Citizenship Traits
Allowing Students to Share Responsibilities
Respecting Moral and Spiritual Values

The above could be handled by a group of 3 or 4 teachers. I would suggest Raymond Yoder, Rachel Weybright, Albert McDowell, and John Andrews. Role playing could be used to illustrate how to meet the objectives. For example: "Meeting Individual Needs of Students" would be to have three people portray students. Then have another act as a teacher. This teacher asks a series of questions. All but one of the students eagerly raises his hand to answer. The answers are clear and detailed. Obviously these students are familiar with the lesson content. It is also clear to the audience that one poor soul is lost. The teacher then proceeds to show that the ones who know the work go on with a more advanced assignment. The student who did not know what the work was about receives help and an assignment. The point will not be lost to the trainees and the portrayal will quickly and practically get to the core of the matter.

## Seventh Day

Panel of Teachers: Child Psychology
What to expect from Students
Life in School
Why Children Act as They Do
Role of the Aides with the Children

I would suggest Tom Juday, Elsie Sutter, John Secor, and John Andrews for this group. They should build the session around the previous experiences of the aides. Many will have worked as den mothers, girl scout and campfire leaders, recreational activities leaders, Sunday School workers, P.T.O. members, etc. They should be asked to discuss their real experiences of this kind and then transfer it to the school situation. Stress should be placed on the wide range of individual differences that they will meet in children. Ask them to avoid making hasty judgments of students.

## Eighth Day

| | |
|---|---|
| A.M. - Mr. Bose: | How to handle confidential information, I.Q. Scores, report cards, health records (What they mean). How to react to irate parents. How to handle critical opinions about school. School public relations. How to handle situations that might arise. |
| P.M. - Library - | Overview of all library work & repair of books. |

## Ninth Day

A.M. - Nursing Program - Mrs. Bowman

First Aid, Health Records, What first aid to give and what to avoid.

P.M. - Problems, Situations, Etc. - Mr. Bailey, Mr. Hettler, Mr. Andrews and Mr. Secor

How the aide should react in certain situations. Examples could be given of problems that might arise and suggested ways of handling them.

Aides assigned to buildings.

## Tenth Day

A.M. - Tour of Facilities - Mr. Ward

P.M. - Team Assignments and make up.

EXHIBIT K

May 17, 1968

## WHAT IS EFFECTIVE LEADERSHIP?

The leadership function in any school district is viewed in many different ways depending on the group, the day, and the situation. Leadership for many years has been defined as those in a position to "tell" others what to do. If what the person told agreed with your values and philosophy, the leader was great. If there were differing opinions, without resolutions, the person was viewed, talked of, and circumvented as something less than a leader.

What has been briefly described is a dictatorial leader who has everything highly organized and structured; resents challenges to his statements; and hopes that eventually everyone will think like the leader.

The time has long past when we know through research, experience, and observations that the above description will allow nothing more to progress than the thinking of one person. In democratic leadership a number of other developments are evident. The democratic leader looks at leadership as a function rather than a position. He welcomes the ideas of many and is hopeful for challenging statements to his ideas. These challenges between ideas produce changes in people; refines the solutions to problems; and produces a higher quality end product than what one person can consistently produce.

Democratic leadership also provides for the decision to be more readily accepted by those who become involved in this process. To cite an example would be that in many cases a curriculum guide was prepared by someone in an office who completed scholarly research; extracted the best information from other curriculum, and published the results in a guide for diligent use.

The typical reactions to this sort of procedure is: (1) The guides are seldom used; (2) The guides are unrealistic and provide little for updating and change; and (3) The staff is resentful because of the handed-down dictum. Such a reaction is typical from the autocratic leadership position.

However, as the entire staff become involved in sharing their background and experience the development of an instructional program takes on a new dimension. This dimension becomes that of providing for the freedom to unearth the most creative and productive thinking of a professional staff. This creative thinking begins to take new shape, new form, and feasibility testing as all of team members know their thoughts are valuable and will aid in arising at a group concensus.

The evidence is extensive to support that the initial consensus time is longer than if one person made all of the judgments. However, the evidence is also extensive to support that acceptance of the idea by the group, attitudinal change of group participants; and an opportunity for leadership to become shared become vital elements for developing a higher quality educational program.

The democratic leadership function becomes one of dynamic dimensions. It is dynamic in that the leadership role changes within a group. Sometimes the designated leader is the person providing the leadership, sometimes the strength of other group members make them the leader. The designated leader realizes the strength of his members and plans to develop the strengths.

It is apparent that a designated leader has differing responsibilities. However, decisions that can be assessed democratically, provides for conflict, differing of opinions, and openness to ones self and to others on a team. This sort of process is most disconcerting to many. However, we in education should provide the most effective use of the knowledge of leadership.

It is most readily realized that teams developing the program are experiencing the sharing of ideas and developing, "What is of most worth for students to learn?" It is remarkable to see the results emerging. The results are the efforts of team members working with their colleagues to help the students to have a refined, coordinated, and integrated curriculum.

The process at this point is slow, time-consuming and produces some anxiety ridden, and frustration. These concepts, however, do become the foundation of each of your program; the real basis to determine if something really fits or does the concept need to be changed.

The primary purpose of writing long range behavioral objectives was for teams to use these objectives to determine if realistic concepts have been developed. Are these concepts attainable? What must he do to demonstrate that sufficient learning has taken place?

A tremendous growth process is taking place within all of us. A greater opportunity awaits us this summer as we have an intensive workshop experience.

May we commend each team leader, assistant leader, and team member in beginning this endless process in good faith with this faith being evidenced through your willingness to meet and help contribute your part to the support of the team and the development of the program.

* Herbert T. Tilley

* * *

If you treat an individual as he is, he will stay as he is: if you treat him as he ought and could be, he will become what he ought to be and could be.

Goethe's Philosophy

EXHIBIT L

# IMPLEMENTING AN INNOVATIVE PROGRAM

FAIRFIELD COMMUNITY SCHOOLS
R. 4, BOX 224
GOSHEN, INDIANA

JULY 8 - AUGUST 16, 1968

## A TITLE III ESEA PROJECT FOR DEVELOPING A CONTINUOUS CURRICULA IN A RURAL SCHOOL DISTRICT

LLOYD W. HARRELL
Superintendent

HERBERT T. TILLEY
Project Director

# SUGGESTED DAILY SCHEDULE

Monday, July 8, First Week

General Session

Opening remarks, welcome, and mechanics of workshop--
Herbert Tilley
Project Director

The Development of Professionalism
Lloyd W. Harrell
Superintendent

Questions and Answers

Individual Sessions

Teacher Aides
Marvin Ward
Ass't Supt.

Secondary Teachers -- Band Room
Max Bailey
Principal

New Paris Elementary Teachers -- Chorus Room
John Secor
Principal

Millersburg Elementary Teachers -- Library
John Andrews
Actg. Principal

Coordinating Council

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Tuesday, July 9, First Week

General Session

Presentation of curricula by elementary and secondary team leaders.
Teacher aides meet for audio visual and bulletin board instruction.
Planning teams meet for interaction and discussion of planned program.

| Elementary | Room | Secondary | Room |
|---|---|---|---|
| Humanities | 1 | Humanities | Band |
| Health | 2 | Health | Band |
| Language Arts | 3 | Science-Math | Band |
| Math | 4 | Voc. & Prac. Arts | Library |
| Science | Chorus | | |

---

Wednesday, July 10, First Week

Teacher aides meet for audio visual and bulletin board instruction.
Meeting by buildings for discussion of implementing the "How"
Secondary Teachers -- Band Room
N. P. Elementary -- Chorus Room
Millersburg Elem. -- Room 1
Coordinating Council Meeting

---

Thursday, July 11, First Week

Secondary teaching teams begin to develop specific behavioral objectives for each course.
Elementary teams begin to develop specific goals for each level and each learning area by building staff.
Teacher aides meet for typing and machine operation instruction.
Coordinating Council meet for evaluation and direction.

Friday, July 12, First Week

Continuation of developing specific of objectives by secondary staff. (Refine, alter, adjust objectives to concepts).
Continuation of developing specific objectives by each level for each learning area by building staff.
Teacher aides meet for typing, machine operation and office skills.

Coordinating Council meeting.

---

Monday, July 15, Second Week

Teacher aides receive instruction in philosophy and goals; meeting needs.
Secondary teaching teams define units of instruction within courses.

Elementary staffs by building define instructional units in each learning area.

Elementary humanities team and vocational and practical arts team visit instructional materials center.

Feedback, evaluation, and direction from coordinating council.

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Tuesday, July 16, Second Week

Teacher aides instruction in child psychology and life in school.
Continuation of activities from Monday, July 15.

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Wednesday, July 17, Second Week

General Session

A.M.
Inspiring, motivating presentation on "Implementing Innovative Practices --
Dr. Melvin P. Heller
Loyola University

Individual Sessions

Secondary teachers to meet as teaching teams to discuss concerns, questions and problems for Dr. Heller.
Teacher aides meet with the building they will be working in.
Elementary staffs meet by building and form groups of 3 or 4 for discussion of presentation and an indication of concerns, questions, for consultant help.

General Session

Written questions from groups for Dr. Heller to answer.

General Session

P.M.
An introduction to the possibilities of "Sensitivity Training"--
Lolita Buikema
Elk Grove Community Sch.

Individual Session

Small group sessions for reaction and idea session for feasability in Fairfield for sensitivity training. (Dr. Heller and Mrs. Buikema meet with small groups)

General Session

Report from each group to the reaction, questions or concerns from any part of presentations or group discussions.

Coordinating Council meeting.

Thursday, July 18, Second Week

Secondary teaching teams identify materials needed to order to accomplish the courses, objectives, and units of instruction.

Elementary staffs meet by building to identify materials to order to accomplish the objectives and units defined by level and learning area.

Teacher aides instruction in handling confidential information and library.

Coordinating Council meeting.

---

Friday, July 19, Second Week

Teacher aides instruction in the health program, reaction to situations, and handling problems.

Secondary teaching teams meet and develop the lists of materials, texts recordings, films etc., necessary to accomplish the units defined within each course. (Lists turned into building principals.)

Elementary teams meet by building staffs and develop the lists of materials, texts, recordings, films, etc., necessary to accomplish the units for each level in each learning area. (Lists turned into building principals).

Coordinating Council meeting

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Monday, July 22, Third Week

General Session

Where We Are and Where We Are Going! Herbert Tilley

Teacher aides tour facilities and assigned to teachers.
Continued selection of materials by buildings--Elementary and Secondary

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Tuesday, July 23, Third Week

Secondary teaching teams identify and write out (outline) the large group presentations for each class.

Elementary teams by grade level identify and write out the learning experiences needed to provide for individual differences and accomplish the objectives described in each learning area.

Coordinating Council meeting.

---

Wednesday, July 24, Third Week

Continuation of activities on Tuesday

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Thursday, July 25, Third Week

Secondary teams completing the large group presentations identify the small group discussions to further develop ideas and provide for interaction between students.

Elementary teams by building continue the day-to-day planning to provide for individual differences through a wide variety of learning experiences.

Coordinating Council Meeting

---

Friday, July 26, Third Week

A.M.
Planning teams meet at elementary and secondary levels to look at the "What and the How."

P.M.
Secondary teaching teams continue to develop small group experiences that correlate with large group presentations.

Elementary teams meet by building and continue to develop the daily learning experiences.

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Monday, July 29, Fourth Week

Secondary teaching teams continue to develop small group experiences that correlate with large group presentations.

Elementary teams meet by building and continue to develop the daily learning experiences.

Coordinating council meeting.

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Tuesday, July 30, Fourth Week

Continuation of Monday's schedule.

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Wednesday, July 31, Fourth Week

Secondary teaching teams identify the independent learning activities that students can accomplish in resource centers, with peer learning, and alone.

Elementary teams by building identify the independent learning activities that can be accomplished by students in resource centers, with teacher supervision, or alone.

Coordinating Council meeting.

---

Thursday, August 1, Fourth Week

Secondary teams write or speak the independent learning activities which will correlate with the small group discussions, and large group presentations.

Elementary teams by building identify the actual activities for independent learning by the children.

Coordinating Council meeting.

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Friday, August 2, Fourth Week
General Session

Topic to be announced after presentation on July 17 Dr. Heller
(Evaluating the learning process)

Continuation of the implementing of the elementary program and sensitivity training. Mrs. Buikema
Small Group Discussions
Assessing Student Behavior (Idea Session)
Secondary teaching teams
Elementary teams by building
General Session

Feedback from discussions for the two consultants to further discuss.

Coordinating Council meeting.

---

Monday, August 5, Fifth Week

A.M.
Continued development of independent learning experiences

General Session
P.M.
Idea and brainstorming session--Who can come up with the most ideas for providing learning experiences for children. (A prize to each of the top three winners.)

A general discussion of "hang ups" -- Coordinating council as resources

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Tuesday, August 6, Fifth Week

Secondary teaching teams develop the evaluating techniques to be used to determine if the behavioral objectives have been achieved by the student.

Elementary teams by building develop the evaluation programs to be used at each grade level in each learning area.

---

Wednesday, August 7, Fifth Week

Binocular Vision - Diagnosing hearing difficulties -- Dr. Vodnoy

Continuation of development of student evaluation materials.

Coordinating Council meeting

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Thursday, August 8, Fifth Week

Continuation of development of student evaluation materials

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Friday, August 9, Fifth Week

General Session

A report and assessment of the progress — Lloyd W. Harrell
Questions and Answers to follow.

Individual Session

Continuation of development of student evaluation materials.

---

Monday, August 12, Sixth Week

Final preparation of materials to be turned into the planning team leaders.

These materials could include:
1. Specific behavioral objectives (Elementary by level; secondary by course).
2. Units of instruction to accomplish the objectives.
3. Large group presentations.
4. Independent learning activities.
5. Evaluation of students.

The form of these materials is left up to the instructor. However, suggestions are available.

Coordinating Council meeting.

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Tuesday, August 13, Sixth Week

Continuation of final preparation of materials.

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Wednesday, August 14, Sixth Week

General Session

A.M.
Defining the Purposes of the Fairfield Educators Association --
Stan Hoopingarner, FEA
President

Discussion and questions

Individual Sessions

P.M.
Final preparation of materials for planning team leaders.

Coordinating Council meeting.

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Thursday, August 15, Sixth Week

Touring of facilities in the Fairfield High School and arranging rooms for school to begin.

Arranging and organizing rooms by elementary building.

Final materials preparation.

Friday, August 16, Sixth Week

Completing the instructional materials.

Meeting by planning teams for final coordination of "What" and "How".

Report from secondary principal on operation and implementation -- Max Bailey

Report from New Paris elementary principal -- John Secor

Report from Millersburg elementary principal -- John Andrews

Questions, concerns, problems to take care of.

Final assessment of workshop (written evaluation form completed).

Where Do We Go From Here? Lloyd W. Harrell

Vacation continues for some -- A thanks to all! Herbert Tilley

GENERAL WORKSHOP INSTRUCTIONS (Subject to Change)

1. Sandwiches, milk, cokes, or orange drink are available in the cafeteria. An order blank is available for you to complete if you desire to purchase your lunch. These orders should be completed each day with your signature at the bottom. Payment for the lunches should be made each Monday to Mrs. Kimlick in the office at New Paris.

2. The professional library and materials are located in the cafeteria. Please sign the card for books you desire to remove from the library. Those materials without cards are designed to remain for all to use during the workshop.

3. The workshop hours are 8:00 to 3:30, with the coordinating council remaining until 4:30.

4. Payments for the workshop will be made on July 30 and August 30. Daily attendance will be taken for record and payment purposes. Sick leave, attendance at conferences or other workshops or activities which do not directly accomplish the tasks of the workshop and for which approval has been completed are not compensatable.

5. The room for the preparation of instructional materials is the business room. Located within the room are typewriters, thermofax, duplicating machines, and a dry mount press. Teacher aides are being trained during the first two weeks of the workshop. As soon as their training is completed they will become available to accomplish some of these tasks.

6. Teams may arrange for visits as the need arises, a team decision is made, and appropriate arrangements made with the director and the place of visitation.

7. It is anticipated that all workshop participants would be available for each of the general sessions.

8. Fees for consultants have been expended for the current project year as well as the second project year.

9. If you wish some professional books, or magazines ordered, please complete the slip provided in the professional library and we will order as many as funds will allow.

## EXHIBIT M

## ANALYSIS OF "PHARMACY OF ALTERNATIVES"

In January, 1969, all teachers and teacher aids were asked to complete a questionnaire entitled "Pharmacy of Alternatives." This instrument, developed at the University of Massachusetts, is designed to obtain an expression of relative priority of importance of a number of alternatives within these areas: curriculum, behavioral, environmental. Twelve alternatives are listed under curriculum; twelve under behavioral and seven under environmental. Each respondent rank ordered the alternatives in each list from highest priority down. The lists are reproduced below.

### Curriculum

Performance Objectives
Multi Content
Multi Media
Phases of Inquiry
Self-Directing Materials
Unique Learning Styles
Individual Pacing
Testing
Evaluation
Research
Pacing
Teaching Techniques

### Behavioral

Information - Communication
Meaning - Perception
Human Relations
Human Interactions
Role of Student
Role of Teacher
Group Climate
Image Development
Decision Making Process
Professional Attitudes
Reasonable Personal Goals
Improve Self Evaluative Tech.

### Environmental

Open Physical Climate
Flexible Learning Spaces
Student Organizational Patterns
Group Mode Curriculum
Individual Progress Curriculum
Contiguous Space - Learning Resources
Responsive Environment

The analysis sought to answer these questions:

1. Among the teachers was there a significant difference among the ranks assigned the alternatives in each list. If so, which ones were ranked higher, which lower?
2. Among the teacher aids was there a significant difference among the ranks assigned the alternatives in each list. If so, which ones are ranked higher, which lower?

The model used was the Freedman two-way analysis of variance by ranks. This procedure provided a method of testing the null hypothesis that the ranks assigned to each alternative within an area were from the same population. Table 1 contains the data necessary to test the hypothesis relative to the teachers' rankings of alternatives within the three areas.

Table 1

Results of Computing the Friedman Two-Way Analysis of Variance by Ranks for Each List Within the Pharmacy of Alternatives:

| List | N | k | $R_j^2$ | $X_r^2$ | df |
|---|---|---|---|---|---|
| Curriculum | 12 | 12 | 73959.5 | 6.1 | 11 |
| Behavioral | 12 | 12 | 73959.0 | 6.1 | 11 |
| Environmental | 7 | 7 | 5713.0 | 7.0 | 6 |

The statistic $X_r^2$ is defined by the formula

$$X_r^2 = \frac{12}{NK(k+1)} \mathop{}_{j=1}^{k} (R_j)^2 - 3N(k+1)$$

Where N = number of rows (number of alternatives in a given area)
k = number of columns (N = k in this study)

and $R_j^2$ = the square of the sum of ranks in the $j^{th}$ column. For $k > 4$, $X_r^2$ is distributed approximately as chi-square with k-1 degrees of freedom. The critical values of chi-square at the 0.05 level are 19.68 for df = 11 and 12.59 for df = 6.

Clearly none of the $X_r^2$'s computed from the teachers' responses was significant at this level. The $x_r^2$ pf 7.0 for the rankings of the attributes in the environmental list is the closest to being significant but even this one would occur at random about 30% of the time. The other two $x_r^2$'s are so small that such differences would occur at random about 90% of the time.

Table 2 includes the data from the teacher aids' rankings.

Table 2

Results of Computing the Friedman Two-Way Analysis of Variance by Ranks for Each List Within the Pharmacy of Alternatives:

Teacher Aid Study

| List | N | k | $R_j^2$ | $X_r^2$ | df |
|---|---|---|---|---|---|
| Curriculum | 12 | 12 | 73246.0 | 1.6 | 11 |
| Behavioral | 12 | 12 | 73197.0 | 1.2 | 11 |
| Environmental | 7 | 7 | 5477.0 | 0.7 | 6 |

None of these $X_r^2$'s is significant at the 0.05 level. Indeed, the lack of any indication of fluctuations among the ranks assigned to the alternatives in each column is overwhelming.

Within both the teacher and teacher aid groups there is substantial agreement as to the rank ordering of the lists of alternatives. So that the reader may study the rankings assigned to each list by the teachers and teacher aids. Tables 3-8 are included as an appendix.

## APPENDIX

### Table 3

Number of Teachers Ranking Each Curricular Alternative

| Alternatives | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Performance objectives | 17 | 4 | 2 | 3 | 1 | 5 | 4 | 2 | 1 | 2 | 4 | 2 |
| Multi content | 2 | 5 | 9 | 3 | 2 | 5 | 2 | 3 | 1 | 3 | 0 | 5 |
| Multi media | 1 | 3 | 5 | 4 | 3 | 2 | 5 | 5 | 4 | 4 | 7 | 1 |
| Phases of inquiry | 0 | 6 | 4 | 4 | 7 | 5 | 7 | 0 | 4 | 3 | 0 | 1 |
| Self-directing materials | 6 | 4 | 10 | 9 | 4 | 4 | 2 | 4 | 1 | 2 | 0 | 0 |
| Unique learning styles | 2 | 2 | 4 | 5 | 2 | 2 | 6 | 5 | 7 | 5 | 1 | 5 |
| Individual pacing | 5 | 10 | 3 | 6 | 7 | 3 | 1 | 3 | 1 | 3 | 2 | 1 |
| Testing | 0 | 0 | 1 | 1 | 2 | 5 | 2 | 3 | 3 | 7 | 10 | 12 |
| Evaluation | 3 | 3 | 4 | 0 | 4 | 4 | 4 | 6 | 4 | 3 | 2 | 2 |
| Research | 2 | 3 | 1 | 1 | 0 | 4 | 4 | 5 | 10 | 4 | 3 | 8 |
| Pacing | 2 | 1 | 3 | 1 | 4 | 2 | 5 | 4 | 5 | 7 | 8 | 4 |
| Teaching techniques | 7 | 5 | 0 | 1 | 8 | 5 | 4 | 4 | 3 | 3 | 0 | 1 |

## Table 4

### Number of Teachers Ranking Behavioral Alternatives

| Alternatives | Frequency of Ranking<br>1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Information-communication | 4 | 4 | 5 | 3 | 4 | 3 | 5 | 6 | 4 | 2 | 4 | 4 |
| Meaning - perception | 3 | 1 | 4 | 4 | 6 | 4 | 5 | 3 | 3 | 4 | 1 | 8 |
| Human relations | 15 | 5 | 7 | 3 | 1 | 6 | 5 | 2 | 0 | 3 | 1 | 0 |
| Human interactions | 4 | 14 | 5 | 6 | 4 | 2 | 3 | 2 | 5 | 1 | 0 | 1 |
| Role of student | 5 | 1 | 5 | 4 | 8 | 5 | 3 | 4 | 7 | 7 | 7 | 3 |
| Role of teacher | 0 | 5 | 1 | 3 | 1 | 8 | 4 | 1 | 3 | 5 | 8 | 7 |
| Group climate | 2 | 0 | 5 | 2 | 5 | 4 | 7 | 15 | 3 | 5 | 4 | 4 |
| Image development | 4 | 5 | 4 | 1 | 2 | 4 | 2 | 5 | 4 | 4 | 6 | 1 |
| Decision making process | 3 | 2 | 5 | 4 | 5 | 2 | 5 | 4 | 5 | 6 | 4 | 2 |
| Professional attitudes | 2 | 3 | 4 | 3 | 1 | 1 | 2 | 7 | 3 | 3 | 5 | 10 |
| Reasonable personal goals | 3 | 4 | 2 | 10 | 1 | 4 | 5 | 2 | 7 | 0 | 4 | 3 |
| Improve self-evaluative tech. | 0 | 3 | 2 | 3 | 8 | 5 | 3 | 6 | 5 | 6 | 3 | 3 |

## Table 5

### Number of Teachers Ranking Environmental Alternatives

| Alternatives | Frequency of Ranking<br>1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Open physical climate | 1 | 7 | 4 | 6 | 6 | 6 | 14 |
| Flexible learning spaces | 8 | 3 | 16 | 4 | 5 | 7 | 2 |
| Student organization patterns | 7 | 5 | 3 | 7 | 11 | 6 | 10 |
| Group mode curriculum | 1 | 3 | 3 | 12 | 7 | 8 | 13 |
| Individual progress curriculum | 19 | 9 | 7 | 4 | 6 | 2 | 1 |
| Continuous space-learning resources | 4 | 9 | 7 | 6 | 6 | 1 | 4 |
| Responsive environment | 7 | 12 | 8 | 6 | 6 | 4 | 2 |

Table 6

Number of Teacher Aids Ranking Curricular Alternatives

| Alternatives | Frequency of Ranking | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Performance objectives | 5 | 1 | 0 | 0 | 0 | 1 | 2 | 1 | 2 | 0 | 1 | 0 |
| Multi content | 1 | 0 | 3 | 1 | 1 | 0 | 0 | 0 | 2 | 4 | 0 | 1 |
| Multi media | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 2 | 1 | 3 | 2 |
| Phases of inquiry | 0 | 0 | 1 | 2 | 3 | 1 | 0 | 1 | 2 | 1 | 0 | 1 |
| Self-directing materials | 1 | 2 | 1 | 1 | 1 | 1 | 3 | 0 | 0 | 2 | 0 | 0 |
| Unique learning styles | 0 | 1 | 1 | 2 | 1 | 2 | 0 | 2 | 0 | 1 | 1 | 1 |
| Individual pacing | 2 | 4 | 2 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| Testing | 0 | 1 | 0 | 0 | 1 | 1 | 3 | 1 | 0 | 1 | 2 | 2 |
| Evaluation | 0 | 1 | 2 | 0 | 3 | 1 | 0 | 3 | 0 | 0 | 1 | 1 |
| Research | 0 | 1 | 2 | 2 | 0 | 0 | 1 | 3 | 0 | 1 | 1 | 2 |
| Pacing | 0 | 0 | 0 | 1 | 2 | 2 | 1 | 0 | 1 | 1 | 3 | 1 |
| Teaching techniques | 4 | 1 | 0 | 2 | 0 | 1 | 1 | 0 | 3 | 0 | 0 | 0 |

Table 7

Number of Teacher Aids Ranking Behavioral Alternatives

| Alternatives | Frequency of Ranking<br>1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Information-communication | 2 | 3 | 2 | 1 | 0 | 2 | 1 | 0 | 0 | 1 | 0 | 0 |
| Meaning - perception | 1 | 1 | 1 | 0 | 2 | 2 | 1 | 0 | 1 | 0 | 2 | 1 |
| Human relations | 2 | 0 | 5 | 3 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Human interaction | 1 | 3 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 0 | 0 | 1 |
| Role of student | 1 | 0 | 2 | 0 | 0 | 2 | 1 | 2 | 2 | 2 | 1 | 0 |
| Role of teacher | 1 | 1 | 2 | 0 | 1 | 0 | 2 | 2 | 1 | 1 | 1 | 1 |
| Group climate | 1 | 1 | 0 | 1 | 1 | 1 | 3 | 2 | 0 | 0 | 0 | 2 |
| Image development | 3 | 0 | 0 | 2 | 2 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| Decision making process | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 2 | 3 | 2 | 1 |
| Professional attitudes | 2 | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 2 | 2 | 1 |
| Reasonable personal goals | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 2 | 3 |
| Improve self-evaluative tech. | 0 | 1 | 0 | 0 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 |

Table 8

Number of Teacher Aids Ranking Environmental Alternatives

| Alternatives | Frequency of Ranking<br>1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Open physical climate | 1 | 3 | 1 | 2 | 0 | 1 | 5 |
| Flexible learning spaces | 4 | 1 | 6 | 1 | 0 | 1 | 0 |
| Student organization patterns | 1 | 2 | 1 | 4 | 3 | 0 | 1 |
| Group mode curriculum | 0 | 0 | 0 | 1 | 3 | 4 | 3 |
| Individual progress curriculum | 4 | 4 | 2 | 1 | 0 | 2 | 0 |
| Continuous space-learning resources | 0 | 3 | 0 | 1 | 3 | 2 | 2 |
| Responsive environment | 4 | 1 | 2 | 1 | 1 | 2 | 0 |

EXHIBIT N

## FAIRFIELD ELEMENTARY SCHOOL

### ENGLISH IV.
### Evaluation for Intermediate Levels

| | Not Yet | | | | Part of the time | | | | Most of the time | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Uses punctuation as a tool | | | | | | | | | | | | |
| 2. Writes legibly with reasonable speed | | | | | | | | | | | | |
| 3. Speaks with expression to the group | | | | | | | | | | | | |
| 4. Follows oral directions | | | | | | | | | | | | |
| 5. Can find material in reference books | | | | | | | | | | | | |
| 6. Recognizes authors of literature selections used in the text | | | | | | | | | | | | |
| 7. Spells with reasonable accuracy in written work | | | | | | | | | | | | |
| 8. Uses acceptable grammatical terms | | | | | | | | | | | | |
| 9. Shows understanding of basic concepts in linguistics | | | | | | | | | | | | |

## EXHIBIT O

### A Reproduction of the Narrative Evaluation Report From Dr. Strom and Dr. Nesper, Ball State University, Muncie, Indiana

It was a real pleasure for Dr. Paul Nesper and me to visit your school system last month. Since the time of our first visits as members of the survey team studying the newly reorganized district in 1964, tremendous changes have come about. It is exciting and rewarding to visit a school system in which one has worked and be able to see the educational developments which have occurred. School officials are to be commended for the courageous way in which they have made decisions which have enabled such developments to take place.

Many new school systems have planned new educational facilities. In relatively few instances, however, have forward looking plans been made to develop and implement new educational programs and pupil services, while simultaneously planning for new facilities. Such has been the case in the Fairfield Community Schools. We certainly commend those who had the vision to develop the Title III project which has made possible the implementation of a most unusual program. So far as we know there has been no other school system in Indiana in which a similar program was designed to bring about continuous professional in-service development of teachers and constant re-evaluation and development of educational programs and services for youth. The entire project is well co-ordinated to bring about co-operative planning, joint evaluation, and total commitment to achieving sound education goals. The project is soundly conceived and is based upon sound and proven educational and psychological knowledge. Over the years much has been discovered relative to effective teaching and learning in our schools. Much of this knowledge has not been fully incorporated into common practice. The Title III project being carried on at Fairfield is designed to bridge the gap between the best of what we know and actual practice.

During our visit we had an opportunity to spend some time in each of the three educational centers within the district. We wandered through classrooms and team centers. We talked with teachers and pupils. We chatted with principals and central office administrative staff. We had an opportunity to observe the quantity and quality of teaching supplies, equipment, and general facilities for instruction. We talked with some of the teacher aides. Thus we were able to see below the surface and discover some of the reactions of those most intimately involved in the educational program of the district to the total picture. The more we visited and the more we talked with both pupils and professional staff, the more we were surprised and amazed. We felt that we found some very important and significant results from activities of the past two years.

We enjoyed talking with the teachers. With virtually no exceptions there was high enthusiasm and interest in the work they were doing. All were eager to explain to us what was going on and why they were doing what they were doing. It was obvious that they knew about the program and the goals they were attempting to achieve. Some admitted that they had been very skeptical about the possibilities of working with youngsters in ways other than the most traditional. But now there seems to be a real dedication to innovation and more effective ways of helping youngsters to become all they are capable of becoming. Several mentioned that they really had never before worked as hard, nor had been as satisfied with the results, as now. Many spoke of the co-operative planning and exchange of ideas and the assistance that they can give one another. Those who were engaged in working with teams were quite enthusiastic about the methods being used and the results obtained.

The consultants were much impressed with the sophistication of the planned program of in-service education being carried on within the district. It is most unusual for a school system such as this to have nationally recognized experts in various fields of education working with the school personnel over an extended period of time. This type of exposure to outstanding people with vibrant and meaningful ideas has made a difference. The total faculty of the district is a far more sophisticated and expert group than they were prior to the implementation of the Title III project program.

The consultants were impressed by the variety and amount of teaching materials made available to children in the classrooms. Teachers commented with approval that they did have the teaching materials in sufficient quantity to do what they needed to do. The development of libraries in the elementary schools is particularly noteworthy. The teaching and learning machines and other equipment made available to teachers and pupils is most commendable. The renovation and utilization of areas for instructional purposes has been quite well done. For instance, the old study hall area in the New Paris center now being utilized by Team Four and Team One in the old shop area has worked out very well.

We enjoyed talking to students at all levels. They all appeared to be happy and secure in what they were doing. The freedom that students had to pursue individual study projects in the library and to use various kinds of equipment located there is exemplary. There did not seem to be any abuse of either time, materials, or equipment. The student body was very open and free in their discussion with us. They were generally positive in reacting to the newer kind of scheduling and programing. A student or two at the secondary level felt that they would rather be in a more traditional system but the overwhelming response was that there was much more opportunity now than ever before.

We are not suggesting that everything has worked out perfectly. It is true that not all staff are fully committed nor are they fully appreciative of the kinds of opportunities that are available in a newer approach to teaching and learning. Not all aspects of the secondary program have as yet been worked out with complete satisfaction. The work that has been done thus far is merely a prologue to continuing efforts to correct, strengthen, and refine organizational patterns and procedures. Progress in such ventures usually will come in irregular spurts. Consistent leadership is essential. Certainly it can be said that in the present instance a most unusual beginning has been made toward bringing about a completely co-ordinated educational enterprise. The concepts upon which the work done thus far has been based are sound and defensible. Continued strong leadership and support is necessary in order to solidify present gains and to promote continued development.

Thank you so much for inviting us to visit with you. We will be looking forward to an opportunity to again observe the fine work being done throughout the school system. Our best wishes to all of you as you work together to provide ever increasingly valuable educational programs and services to the youth of your district.

# EXHIBIT P

## A Study of the Impact of Continuous Curriculum Development on Professional Interchanges

As a result of the general impact of the overall program in the school system, it was believed that visitations, contacts, and professional meetings at other schools and organizations would increase. Solid evidence to test this hypothesis can be found in the recording of professional leaves approved by the school board. These data are availalbe for the school year 1966-67 and 1967-68.

The data to test the hypothesis are in two forms.

1. The number of visitations for each year.
2. The total number of people making visitations each year. (Obviously the two measures are reasonably well correlated.)

Table 1 presents the data.

Table 1

Number of School Board Approved Meetings and Number of Persons Attending Them, 1966-67 and 1967-68

| | 1966-67 | 1967-68 | Percent Increase |
|---|---|---|---|
| Meetings | 36 | 58 | 61% |
| People | 44 | 273 | 502% |

The Chi-square statistic was used to compare the number of meetings held each year. With one degree of freedom it is 4.96, significant beyond the 5% point. It is obvious that both the number of meetings attended and the number of professional staff attending rose remarkedly during the period in which the Project was in operation. The increase in number of meetings attended is 61%; the number of persons attending, 502% (262% if only out of town meetings are counted).

These data need to be interpreted in light of possible alternative explanations, e.g., is it reasonable that other factors were major influences in these increases? The answer is clearly no. The total number of professional staff did not vary significantly over the two-year period. There were no other major impacts on the school system or community during the period.

Thus it must be concluded that the impact of the Title III program on the school system did indeed cause a major increase in professional interchange of faculty and administration. It can be concluded that new ideas and thinking were brought into the system and the attention of the greater educational profession was attracted to the Fairfield Community Schools.

# EXHIBIT Q
## INVENTORY

The following are descriptions of what the person you are describing might do or think. A scale of 1 to 5 follows:

1--Agree, always true
2--Usually true
3--Don't know or true about half of the time
4--Usually not true
5--Disagree, not true

| Principal | Teacher Aides | Teachers | My principal: |
|---|---|---|---|
| 1 | 1.33 | 2.3 | 1. believes students should be faced with problems that simulate or represent the real world as closely as possible. |
| 4 | 3.67 | 3.75 | 2. stresses skill training over concept learning. |
| 2 | 1.67 | 1.8 | 3. wants students to work together to solve problems. |
| 5 | 3.5 | 4.0 | 4. wants examinations to be completely closed book, with no cooperation ever allowed among students. |
| 4 | 2.5 | 4.0 | 5. provides meaningful in-service training on how to improve examination questions. |
| 2 | 3.33 | 1.75 | 6. encourages teachers to allow students to question established ways of doing things, including rules in the school. |
| 1 | 2.0 | 1.6 | 7. encourages experimentation in grading procedures. |
| 2 | 3.67 | 2.5 | 8. allows students to help decide how questions are to be scored. |
| 5 | 3.0 | 3.6 | 9. favors objective types of tests over open-end and essay questions. |
| 1 | 2.2 | 1.875 | 10. prefers grades based on problem-solving ability rather than isolated facts and skills. |
| 5 | 4.33 | 2.9 | 11. believes that rules and regulations are not necessary. |
| 5 | 4.2 | 3.3 | 12. frequently accepts the word of a student, even though it may be contradictory to the word of a teacher or teacher aide. |

Principal
6 Teacher Aides
24 Teachers

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William M. Rogge, Teacher Self-Assessment, Science Research Associates, Inc., Chicago, 1969.

## EXHIBIT R
## TAYLOR MANIFEST ANXIETY SCALE

One of the inclusive objectives of the project was to develop greater recognition among teachers of students as individuals, and to provide instructional arrangements which facilitate growth on an individual basis. If this objective is accomplished, it seems reasonable to expect a reduction in anxiety among students attending Fairfield Schools. To obtain base line data on our students this year, the Taylor Manifest Anxiety Scale was administered to a sample of 93 students randomly selected from grades 9 through 12.

The scale contains 48 questions such as the following.

1. I do not tire quickly.
2. I am troubled by attacks of nausea.
3. I believe that I am no more nervous than most others.
4. I have very few headaches.
5. I work under a great deal of tension.

Students respond to these statements by answer true or false. A high score on the scale indicates a higher level of anxiety than a low score.

The distribution of scores and percentiles for the Fairfield sample is presented in Table 1.

Table 1

Frequency Distribution and Percentiles of Scores on the Manifest Anxiety Scale

| Score | Number of Students | Percentile |
|---|---|---|
| 39 | 1 | 100 |
| 33 | 1 | 99 |
| 31 | 2 | 98 |
| 30 | 2 | 96 |
| 29 | 1 | 94 |
| 28 | 4 | 92 |
| 27 | 3 | 88 |
| 26 | 2 | 85 |
| 25 | 1 | 83 |
| 24 | 4 | 82 |
| 23 | 1 | 77 |
| 22 | 4 | 76 |
| 21 | 4 | 72 |
| 20 | 4 | 68 |
| 19 | 3 | 63 |
| 18 | 5 | 60 |
| 17 | 2 | 55 |
| 16 | 2 | 53 |
| 15 | 6 | 51 |
| 14 | 6 | 44 |
| 13 | 5 | 38 |
| 12 | 2 | 32 |
| 11 | 7 | 30 |
| 10 | 2 | 23 |
| 9 | 2 | 20 |
| 8 | 7 | 16 |
| 6 | 2 | 9 |
| 5 | 2 | 6 |
| 4 | 3 | 4 |
| 3 | 1 | 1 |

The figures in the above table provide the necessary base line data for a future study to test the hypothesis of anxiety reduction accompanying attention to individual student development.

To obtain an estimate of the overall level of anxiety exhibited by our students the above distribution of scores may be compared to the scores collected by Taylor.[1] The comparison group is composed of 1971 college students in introductory psychology at the State University of Iowa tested during the school years 1948-1951.

Table 2, below, provides a comparison of four reference points from the Fairfield group and from the college group.

Table 2

Comparison of Four Reference Points from
The Fairfield and College Distributions of Scores

| Reference Points | Fairfield | College |
|---|---|---|
| Mean | 16.65 | 14.56 |
| Median | 15 | 13 |
| 80th Percentile | 24 | 21 |
| 20th Percentile | 9 | 7 |

The comparison exhibited in Table 1 must be interpreted with caution. First, we are comparing high school students with college students. Secondly, the original Anxiety Scale contains 50 questions. The form administered to the Fairfield Sample contained only 48 items, the questions dealing with diarrhea and constipation being deleted. Even so, the figures in Table 2 suggest that there is just slightly more anxiety being exhibited by our students than by the college group. A later study will reveal whether this level of anxiety remains after our program of individualized instruction has been in effect over a period of time.

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[1] Taylor, Janet, "Personality Scales of Manifest Anxiety," _Journal of Abnormal and Social Psychology_, Vol. 48, 285-290, April, 1953

## EXHIBIT S

### An Inventory of Professional Growth

Teachers and teacher aides responded to a nine item questionnaire which probed their own professional growth, the openness of teacher-administrator relations and intra-staff relationships.

Three questions dealth with respondents' perceptions of their own professional growth. Of the teachers, 38% indicated that they were enrolled in graduate study. One of the 16 teacher aides said he was currently enrolled in graduate study. Seventy-two percent of the teachers and 69% of the aides said they have read more professional books and literary works this year than last year. When asked if teachers spend more time this year than last year evaluating students, 90% of the teachers and 56% of the aides said more time was spent this year.

Two items requested information about teacher-administrator relations. The first asked whether or not there was more freedom for teachers to criticize administrators and vice versa now than there was a year ago. Of the teachers, 60% said there was; 38% of the aides agreed; 24% disagreed and the remaining 38% did not respond to this questions. The second question asked how often the respondent had openly discussed points of conflict with an administrator or criticized one to his face. Among the teachers, 43% said, "Never, very few times," or, "one or two times." Forty-six percent of the teachers said, "Three or four times, five times, many times," or, "ten to twenty times." The remaining 11% did not answer this question. Among the teacher aides 12% said they had discussed conflicts or had been critical of an administrator, 56% said they never did this or did it only once and 32% of the aides did not respond.

The final group of questions consisted of four items dealing with intra-staff relations. One question asked each respondent how many more out-of-school social contacts he had with staff members this year over last year. Thirty-two percent of the teachers had between one and ten more contacts, 21% had fewer contacts and 45% had no such contact. Only seven of the teacher aides answered this question. Of those four said they had more contacts; three said they had no such contacts. Another question asked if the respondent thought of the staff as united. Thirty percent of the teachers said yes, 68% said no and 2% failed to respond. Among the aides 50% said yes, 25% said no and 25% did not respond. The next question asked if the staff was separated by areas of learning and levels. Fifty-one percent of the teachers said yes. Of the 13 teacher aides who responded to this item six said yes; seven said no. The final question asked whether or not teachers spend more time planning together this year than last year. Ninety percent of the teachers and all eleven of the aides who answered this question said yes.

With about four out of ten teachers enrolled in graduate study and seven out of ten teachers and teacher aides doing more reading than they were last year the group gives evidence of very satisfactory levels of professional growth activities. While these data are derived from self-reports they are not likely to be overly inflated. Of course we don't know what kind of graduate courses were selected, nor do we know how well the staff members are doing in these courses. Similarly, we do not know which books are being read. Nonetheless, these data are encouraging indicators of vitality and interest in professional growth among staff members. The widely held belief that more time is now being expended on pupil evaluation suggests success in achieving this modification in staff behavior.

A majority of the teachers felt there were now more open and free relationships between teachers and administrators and almost half of the teachers reported several discussions with an administrator during which conflicts with or criticism of the administrator occurred. Teacher aides, as might be expected, were less likely to engage an administrator in such a conversation.

A surprisingly large portion of the teachers and teacher aides experiences few or no social contacts with other staff members. Most of the staff members believe the staff to be split along curricular area and school level lines rather than functioning as a unified whole. One area of increased staff interaction is planning. Nine out of ten teachers and aides think cooperation staff planning was increased this year, thus clearly indicating an increase we were anxious to achieve.

EXHIBIT T

## THE ELEMENTARY SCHOOL PROJECT

### Statement of the Problem

This experimental program is an attempt to meet the challenges of developing effective thinking and human relations abilities at the elementary school level. As such, it is complex, innovative, and difficult to evaluate in neatly quantitative terms. This means that evaluation can only be partial and tentative, and that conclusions are likely to be conservative. If the activities which have been planned and conducted by the experimental teacher are effective it seems reasonable to assume that such effects are observable and measurable. Will the pupils who have participated in the experimental program perform at a significantly higher level on relevant criterion measures than pupils undergoing more conventional instructions?

The specific objective of this evaluation report, then, is to present and interpret data about the effects of the experimental program.

### Objectives of the Program

From the twelve objectives originally formulated, three general classes or categories can be identified. These are:

1. Objectives relating to the development of cognitive abilities, including creative and critical thinking, evaluation and judgment, and effective problem solving;

2. Objectives relating to the development of wholesome affective characteristics, including personality, adjustment, and self-concept;

3. Objectives relating to the development of competence in human interaction, including sensitivity to the ideas and feelings of others and identification of emotions, needs, and feeling states.

### Measuring Instruments

1. The Piers-Harris Self Concept Scale (Piers and Harris, 1964). This instrument contains 80 items, which the subject answers as either being like him or unlike him. The score provides an indication of the favorableness of the view which the individual has of himself.

2. The Intellectual Achievement Responsibility Questionnaire (Crandall, Katovsky, and Crandall, 1965). This test measures the degree to which the pupil thinks that his academic successes and failures are under his own control, rather than under the control of some outside force. If children are developing the ability to engage in self-initiated school behavior,

they should begin to develop the perception that they are becoming more fully in control of their successes and failures.

3. What do you Think? (Figert, 1968) This is an elementary school form of the dogmatism scale, which measures the degree of openmindedness or closed-mindedness of the pupil. If one is being instructed in effective thinking and human relations, it is reasonable to expect an increase in open-mindedness.

4. The Childhood Attitude Inventory for Problem Solving (Covington, 1967). In this inventory, there are two sets of 30 statements each, to which pupils indicate agreement or disagreement. The inventory yields a measure of the pupil's attitudes about creative thinking and problem solving, and a measure of his self-confidence about engaging in such thinking activities.

5. The General Problem Solving Test (Treffinger and Ripple, 1968). In this test battery, four problems are presented to the pupil. Two are "insight problems," each having more than one acceptable solution. One is a word generation problem, called the Antelopes problem, which is essentially a measure of fluency in thinking. The fourth is a multi-solution anagrams task, called "Scrambled Words," which relates significantly with indices of verbal creativity as well as with "traditional" intelligence measures.

6. Cognitive Preference Tests (McDaniel, 1967) measures the use students prefer to make of instructional content. Students may choose to remember material or they may choose to ask questions about it, extend it, or draw inferences from it. The test is composed of 31 items, each presenting a brief quotation from a history text. Students then choose from among three ways of dealing with the material by indicating the activity they like best. A positive score is assigned to those responses which indicate a preference for intellectual activities as opposed to simply remembering an event or the date associated with it. The assumption underlying use of the test is that students who have had experience in critical examination and analysis of content will prefer these activities when given a choice.

7. The Three Classes Test (McDaniel, 1969) is a second attempt to obtain measures of the students' preference for instructional arrangements which permit problem finding and problem solving activities. In this test, three classes in American history are described briefly.

> The student is asked to indicate which of the three classes he would rather be in and to write a sentence or two indicating the reasons for his choice. The classes described range from open to medium structure to high structure.

## The Evaluation Model

All children in the experimental classes in grades four, five and six were given the tests described above. In addition, a sample of control classes at the same grade levels was also tested. Then, five boys and five girls were randomly selected from each class. Their scores on three of the five measuring instruments were compared using a two-way analysis of variance design (Guenther, 1964). The factors in the design are: Treatment (Experimental or Control); and Grade (Four, Five or Six). Each of the main effects and the interaction was tested for significance for the scores on the Piers Harris Self-Concept Scale, the Intellectual Achievement Responsibility Questionnaire and the Childhood Attitude Inventory for Problem Solving. Comparisons on the What Do You Think? scale were made for the fourth and sixth grades only and comparisons on the General Problem Solving Test were made between a random sample of all experimental subjects and a random sample of all control subjects. All subjects were used to compare the experimental group to the control group on the Cognitive Preference Test and the Three Classes Test. A comparison of means was used in the analysis of the Cognitive Preference Test scores. Chi-Square analysis was used to analyze the data from the Three Classes Test since this test involved discrete responses rather than continuous scores. Thus, the following questions were raised:

1. Do experimental pupils score higher than control pupils, regardless of grade level?

2. Does any grade level yeild significantly higher scores than others regardless of experimental treatment?

3. Is there a significant interaction between treatment and grade level?

## Results,of the Evaluation

The results of the statistical evaluation described above are summarized in narrative form; a summary in tabular form; a summary in tabular form appears as Appendix A.

Briefly, there were no significant differences between experimental and control pupils, at the grade levels tested, on any of the following measures: Piers-Harris Self Concept Scale, Intellectual Achievement Responsibility Questionnarie, What do you Think (Dogmatism) Test, General Problem Solving Test, and Cognitive Preferences Test. On the Childhood Attitude Inventory for Problem Solving, significant differences were obtained only on Part One (General Attitudes about Creative

Thinking and Problem Solving). As grade level increased, pupils expressed more favorable attitudes about thinking activities, regardless of whether or not they were in the experimental program. There were no differences favoring experimental over control pupils at any grade level. There were also no significant differences on Part Two (Self-confidence about thinking activities).

Analysis of the "Three Classes" Test revealed no significant difference for 155 experimental students compared with 154 control students in grades 4 through 6.

However, when sixth grade children are looked at by themselves, there is a significant difference favoring the experimental group. Pupils in this group more frequently expressed preference for an open instructional situation; one which affords maximum opportunities to formulate and analyze problems in an individual manner.

## Discussion

How can these rather discouraging results be accounted for? The evidence presented here offers virtually no support for the effectiveness of the experimental program. Although any attempt at explanation is purely speculative, several reasonable possibilities are apparent.

First, of course, is the possibility that the experimental treatment does not, in fact, constitute an effective training program for the attainment of the objectives we have described. But this interpretation is merely one of several plausible explanations. In view of the importance of the abilities which the program hopes to develop, we will examine some of the other alternatives as well.

It is possible, for example, that the experimental program's effectiveness has been obscured by problems related to the difficulty of specifying objectives. The program's objectives have been stated in terms that describe principally the terminal behavior that is expected from pupils. But it is also important (following Mager, 1962) to identify the conditions under which such behavior is expected to occur, and the criterion which will be accepted as evidence that the objective has been obtained. Continued examination and revision of the objectives of the program may result in a more comprehensive formulation of the objectives of the program, and make possible demonstration of the impact of the program in areas not considered in this evaluation.

A closely related possibility is that the effects of the experimental program may have been obscured because of inadequacies in the measuring instruments. It is possible that our selection of tests has not been adequate to assess the complex abilities and skills which the program proposes to develop, or that the tests have not been sufficiently sensitive in detecting subtle differences among groups. Thus continuing

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efforts to revise and extend the objectives of the program may also result in clarification of the instruments needed to assess the effects of the program more adequately.

Another possibility is that the program is of insufficient duration does not yet provide sufficient instruction to lead to a measurable impact on the very stable, complex abilities and attitudes which we have sought to measure. It is difficult, in general, to demonstrate "instructional influence" on the abilities following only a brief experimental treatment.

Subsequent efforts must be devoted, therefore, to solving the following problems:

1. There must be continued efforts to describe the objectives of the program in terms of terminal behavior, the conditions under which this behavior can be expected to occur, and the criteria for acceptable performance.
2. There must be additional efforts to describe, clarify, and possibly expand the specific instructional content of the experimental program.
3. Continued efforts should be made to locate or develop and use more extensive criterion measure, to seek to increase the sensitivity with which these complex cognitive and affective characteristics of pupils may be assessed.

Finally, this study has offered evidence that, at the sixth grade level, there is more of a tendency among students in the experimental group to accept and seek out instructional arrangements which permit open formulation of problems and analysis of information.

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# APPENDIX A

## Summary of Statistical Tests

## By Criterion Measure

1. Piers-Harris Self-Concept Scale (F = 1, n.s.)

| Grade | Means (S.D.)[1]<br>Experimental | Control |
|---|---|---|
| 4 | 56.1 (11.4) | 56.6 (9.6) |
| 5 | 62.4 (12.4) | 59.0 (8.7) |
| 6 | 59.5 (11.3) | 54.4 (13.4) |

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[1] N = 20 in each group

2. Intellectual Achievement Responsibility (F = 1.806, n.s.)

| Grade | Means (S.D.)[1]<br>Experimental | Control |
|---|---|---|
| 4 | 23.1 (4.8) | 25.6 (4.0) |
| 5 | 24.3 (5.5) | 27.3 (4.1) |
| 6 | 24.7 (5.8) | 25.5 (3.5) |

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[1] N = 20 in each group

3A. Childhood Attitude Inventory for Problem Solving, Part One

| Grade | Means (S.D.)[1]<br>Experimental | Control |
|---|---|---|
| 4 | 15.4 (3.1) | 13.9 (2.8) |
| 5 | 15.2 (3.4) | 15.6 (3.4) |
| 6 | 15.7 (4.4) | 18.3 (3.3) |

---

[1] N = 20 in each group

ANOVA Table

| Source | df | MS | F | p |
|---|---|---|---|---|
| Grade | 2 | 57.35 | 4.670 | p .05 |
| Treatment | 1 | 7.50 | 1 | n.s. |
| Grade x Treatment | 2 | 72.85 | 5.932 | p .01 |
| Error | 114 | 12.28 | | |
| | 119 | 149.98 | | |

3B. Childhood Attitude Inventory for Problem Solving, Part Two

| | Mean (S.D.)[1] | |
|---|---|---|
| Grade | Experimental | Control |
| 4 | 17.0 (4.0) | 16.9 (6.3) |
| 5 | 19.4 (5.2) | 17.6 (4.5) |
| 6 | 18.7 (4.2) | 17.6 (5.2) |

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N = 20 in each group

4. What Do You Think (Dogmatism Scale) (F 1, n.s.)

| | Mean (S.D.)[1] | |
|---|---|---|
| Grade | Experimental | Control |
| 4 | 104.7 (9.4) | 104.1 (9.3) |
| 6 | 104.8 (12.4) | 107.4 (8.4) |

---

[1] N = 20 in each group

5. General Problem Solving Test

| Problem | Mean (S.D.)[1] |  |  |  |
|---|---|---|---|---|
|  | Experimental | Control | t | p |
| 1 | 3.70 (2.09) | 4.13 (1.92) | 1 | n.s. |
| 2 | 1.87 (1.58) | 1.53 (1.29) | 1 | n.s. |
| 3 | 15.70 (8.03) | 14.66 (5.39) | 1 | n.s. |
| 4 | 0.43 (0.50) | 0.30 (0.41) | 1 | n.s. |

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[1] N = 30 in each group

6. Cognitive Preference Test

| Mean (S.D.) |  |  |  |
|---|---|---|---|
| Experimental[1] | Control[2] | t | p |
| 13.70 (4.31) | 15.41 (4.04) | 1.53 | n.s. |

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[1] N = 57
[2] N = 54

7. "Three Classes Test" (all students)

Distribution of Choices Among Three Classes

|  | Classes |  |  |  |
|---|---|---|---|---|
|  | High Structure | Medium Structure | Open | Total |
| Experimental | 18 | 96 | 41 | 155 |
| Control | 22 | 104 | 28 | 154 |
| Total | 40 | 200 | 69 | 309 |

$X^2 = 1.09$, n.s.

8. "Three Classes" Test (6th Grade only)

| | High Structure | Medium Structure | Open | Total |
|---|---|---|---|---|
| Experimental | 5 | 33 | 15 | 53 |
| Control | 6 | 20 | 4 | 30 |
| Total | 11 | 53 | 19 | 83 |

$X^2 = 4.71$

Significant beyond the .05 point.

# A STUDY OF THE IMPACT OF A READING PILOT PROJECT IN THE SIXTH GRADE

A pilot project in reading was developed for a sixth grade of part of the Fairfield Community Schools. Fifty-eight children participated.

Evaluation of their reading achievement in part was made by use of the Iowa Silent Reading Test given in March of 1969. The median grade equivalent of the 58 children was 7.7 compared to the national norm value of 6.7. The Fairfield sixth graders in this ipilot project are a full year above the norms of typical children in the United States.

Their median grade percentile is 67, their media age equivalent is 13.0, and their median standard score is 157. Their mean standard score is 159.9.

Thus, if we can assume that these sixth graders are fairly typical of sixth graders in the United States, or even somewhat above average, it can be said that this pilot project successfully taught reading.

## EXHIBIT U

## Levels of Teacher Training and Experience: 1964-1969

Official Indiana Department of Education reports were used as the data source for this study. Table 1 summarizes the number of professional staff members who had completed undergraduate and graduate training to the degree specified over a five-year period.

Table 1

Training Levels of the Professional Staff

| School Year | Less Than Four Years | Four Years | Five Years |
|---|---|---|---|
| 1964-65 | 3 | 46 | 22 |
| 1965-66 | 2 | 48 | 22 |
| 1966-67 | 1 | 52 | 28 |
| 1967-68 | 2 | 43 | 30 |
| 1968-69 | 1 | 36 | 27 |

While a reduction of the number of teachers having less than four years of college education is clear from these data trends in the remaining categories are not so clear cut because of fluctuations in the total number of professional staff members from year to year. To correct for this variation the percent of professional staff in each category was computed. These data appear in Table 2.

Table 2

Percent of the Professional Staff at Each Training Level

| School Year | Less Than Four Years | Four Years | Five Years |
|---|---|---|---|
| 1964-65 | 4 | 65 | 31 |
| 1965-66 | 3 | 67 | 30 |
| 1966-67 | 1 | 64 | 35 |
| 1967-68 | 3 | 57 | 40 |
| 1968-69 | 1 | 56 | 43 |

Using percents unmasks the trends in both the four-year and five-year training categories. From 1964-65 through 1966-67 there was substantial stability in the ratio of four-year to five-year personnel. This was true even though gains of about 5% per year were posted in the five-year column. During the past two years the four-year to five-year ratio has changed in favor of the higher training level. Particular note should be made of the professional staff reduction in 1968-69. Eleven fewer staff members were reported in 1968-69. By training level categories this reduction meant three fewer people at the five-year training level, seven fewer at the four-year level and one fewer at the less than five-year level.

The number of staff at various levels of professional experience is displayed in Table 3.

Table 3

Years of Experience of the Professional Staff

| School Year | Number of Years 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10-15 | 16 or more |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1964-65 | 7 | 1 | 6 | 3 | 3 | 4 | 4 | 2 | 7 | 4 | 17 | 13 |
| 1965-66 | 9 | 5 | 3 | 6 | 1 | 3 | 5 | 2 | 4 | 6 | 16 | 12 |
| 1966-67 | 5 | 8 | 5 | 3 | 8 | 3 | 1 | 7 | 1 | 4 | 21 | 15 |
| 1967-68 | 4 | 5 | 5 | 4 | 0 | 6 | 4 | 3 | 6 | 1 | 19 | 17 |
| 1968-69 | 3 | 4 | 5 | 4 | 3 | 0 | 4 | 2 | 4 | 5 | 19 | 11 |

The entries in the zero years experience shows a trend toward hiring fewer inexperienced teachers during this five-year period. To better portray the composition of the professional staff year-by-year the percent of staff in each of four ranges of experience is given in Table 4

Table 4

Percent of Professional Staff at Each Level of Experience

| School Year | Years of Experience 0-4 | 5-9 | 10-15 | 16 or more |
|---|---|---|---|---|
| 1964-65 | 28 | 30 | 24 | 18 |
| 1965-66 | 33 | 28 | 22 | 17 |
| 1966-67 | 36 | 20 | 26 | 19 |
| 1967-68 | 24 | 27 | 26 | 23 |
| 1968-69 | 30 | 23 | 30 | 17 |

No dramatic trends appear in these data. Perhaps the most noticeable pattern is one of stability within these categories across the five-year period. Youthfulness of the professional staff seems to be one of its long-term characteristics. Except for 1967-68 less than one staff member out of five had over 15 years of professional experience.

# EXHIBIT V
## Relationships of Stanford Achievement Scores With National Norms

While the major thrusts of the program have directed attention to variables associated with teaching and learning which are not measured by conventional achievement tests, we nevertheless must continue to monitor the learning of basic skills and knowledge. The Stanford Achievement Tests are used for this purpose. This test battery was administered to students in grades one through six this year. Since the sixth grade represents the conclusion of the elementary work, the results of testing at this grade level are reported and compared to national norms. Table 1 shows the mean grade equivalents for each test of the Stanford Achievement Battery.

Table 1

Mean Grade Equivalent Scores for the Sixth Grade Group

| Word Mean. | Paragraph Mean. | Spelling | Language | Arith. Comp. | Arith. Concepts | Arith. Applic. | Social Studies | Science |
|---|---|---|---|---|---|---|---|---|
| 7.06 | 7.19 | 6.74 | 6.20 | 5.15 | 6.34 | 6.17 | 6.77 | 7.50 |

Based on 73 students tested during the last half of April, 1969

The national norm for students tested at this time of the year is 6.8. Examination of the scores in Table 1 using the national norm as a point of reference indicates that our achievement is essentially at this norm for word meaning, paragraph meaning, spelling and social studies. We are somewhat below national norms in the areas of language arts (punctuation, capitalization, dictionary skills and grammar), arithmetic applications and arithmetic concepts. Arithmetic computation appears to be our weakest area.

In the area of science our students are achieving above the national averages. The science test at this level includes questions dealing with air and weather, earth science, plants, health, food and safety, energy and machines. A lesser number of questions deal with astronomy, electricity and magnetism, animals and scientific method.

These test results provide an estimate of some of the areas of strength and weakness in our program. Our strengths appear to be in the area of science. Our arithmetic skills seem to require additional attention. The test results also provide a reference point from which changes in student achievement may be gauged as the project continues.

One comparison is possible at this time: a comparison of this year's achievement with that of last year. This comparison is presented in table 2.

Table 2

Comparison of Stanford Achievement Scores for 1968 and 1969

| Tests | 1968 (n-59) | | 1969 (n-73) | | | |
|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Diff. | t |
| Word Meaning | 6.74 | 1.71 | 7.06 | 1.81 | .32 | .89 |
| Paragraph " | 6.87 | 2.24 | 7.19 | 1.92 | .32 | .62 |
| Spelling | 6.89 | 2.35 | 6.74 | 1.84 | -.15 | .29 |
| Language | 6.59 | 2.10 | 6.20 | 1.90 | -.39 | .78 |
| Arith. Comp. | 5.68 | 1.25 | 5.15 | 1.22 | -.53 | 1.71 |
| Arith. Concepts | 6.51 | 1.62 | 6.34 | 1.71 | -.17 | .41 |
| Arith Appli, | 6.27 | 1.96 | 6.17 | 1.69 | -.10 | .22 |
| Soc. Studies | 7.09 | 2.18 | 6.77 | 1.83 | -.32 | .64 |
| Science | 7.30 | 2.34 | 7.50 | 2.10 | .20 | .36 |

From the above table it may be seen that the mean score for Word Meaning for 1968 was 6.74 and that this score for 1969 was 7.06. The standard deviations are shown next to each mean. The difference between the means for the two years is .32, or about three months of achievement. A t test was applied to this difference to determine whether it might have occurred by chance alone. A t value of 1.97 or larger would indicate that the difference was too large to be attributed to chance alone. For the comparison we have been examining, word meaning, the t value is .89. Thus, the difference between the two means obtained for word meaning is judged to be small enough to have occurred by chance alone.

Looking at the other means presented in Table 2 and their accompanying t values, it may be concluded that there is no significant change in the achievement of the present sixth grade over that of the sixth grade of last year on any of the tests on the Stanford Achievement Battery.

In summary, the project appears to have had no effect on conventional achievement as measured by this test battery. In this area, we have neither gained ground, nor lost ground.

## EXHIBIT W

## CONTENT ANALYSES OF THE OPEN ENDED QUESTIONS ON THE "TEACHER CHANGES THAT LED TO A DIFFERENT ROLE OF THE ADMINISTRATOR" QUESTIONNAIRE

(Supplemental analysis for Exhibits P,S,W, & T)

A teacher change questionnaire consisting of ten open ended questions and titled "Teacher Changes that Lead to a Different Role of the Administrator" was administered to about 15 teacher aids, 21 to 23 secondary teachers, and 20 to 21 elementary teachers in January of 1969. The ten questions can be seen in Figure 1.

Figure 1

1. The teacher participated in the workshop.
2. The teacher has become part of a team to
3. Group process has become helpful in
4. The exposure of the staff to the innovative developments in education has
5. The paying of team leaders on a differentiated salary has
6. The exposure of the staff to different techniques in teaching through visitations, conferences and in-service education has helped.
7. Consultants have helped me to become a more effective teacher by
8. The decision making process involving teachers has
9. My relationships with students has been altered by a different view of the administration in the following ways.
10. The influence and relationships of teachers with team leaders and administrators, has

The questions were designed to elicit the feelings of the teachers and aids with respect to participation in a workshop; becoming part of a team in teaching; exposure to group processes and innovative developments; differentiated salary schedules to team members; visitations, conferences, and in-service education; consultant help; involving teachers in decision making; relationships with students; and relationships with team leaders and administrators.

The method of analysis is the behavioral science method of observation of peoples' communications. It is used to determine the relative emphasis or frequency of variables which are found in the data. In this case one of the major variables in the data relates to task oriented positive responses such as, "to develop more interesting and updated program," "to work on curriculum," or "to improve quality of instruction." A second major variable relates to general positive emotional feelings in response to the various questions. Examples of these are "participated willingly and found it enjoyable," "with much enthusiasm," and "sympathetic understanding of concerns." A third variable was a general ambivalent feeling or innocuous responses. Examples of these are, "good but not enough time to consult," "fine in itself though not an unmixed benefit," and "I'm not so sure that some of the change is always for the better." Finally, there are the negative affect responses such as "only regret was time taken away from family," "lowered staff spirit," "bugged me," and "been a waste of money." There will be, in addition to these categories of variables, others added from time to time as the responses to various questions require them. An example will be an "understanding" variable in response to the "group process has become helpful in . . ." question.

The concern in this analysis was the influence and relationship of teachers with team leaders and administrators. The question stem (number 10) was "The influence and relationships of teachers with team leaders and administrators, has . . ." The responses were for the secondary teachers 21 positive affect, 15 negative, and 4 ambivalent. The major negative responses were concerned with roles of team leaders being more clearly defined, lack of trust of administrators, and lack of professionalism among teachers. While positive responses out number negative ones and the negative responses tend to be concentrated, nevertheless this is an area that needs attention by administrators in the coming years.

For the elementary teachers the problem is almost nonexistent. Thirty-five positive responses were received versus 2 negative, but ten ambivalent.

Exhibit T. The question in this study was the leadership role of the administration as perceived by the teaching staff. (See question 9 on the questionnaire.)

The secondary teachers had 21 positive responses, 9 ambivalent responses, and 4 positive task oriented responses. There were also 18 negative statements. Again, as in the prior study, there is a major element of dissatisfaction apparent in this group. It is evident that the changes induced in the school system have been psychologically threatening to a number of the secondary teachers and that this is a group with which rapport needs to be established. These teachers tend to be subject matter oriented, and a number of the curriculum changes have an emphasis on being student centered. This alone could cause problems. Examples of the feelings are "far more impersonal," "students are more open in their rebellion," "we often don't know what to tell them when they ask about rules," and "we are often caught by surprise."

For the elementary teachers there are few problems. In fact, there is an abundance of good feeling. There were 58 indications of positive affect, one ambivalent, and only 3 negative. Even the absence of task oriented responses may be important in that no one felt the need to possibly hedge in responding to the question.

Exhibit P was interested in the effect of professional visitations and their relationship to quality instruction. The question stem is number 6 in the questionnaire and read, "The exposure of the staff to different techniques in teaching through visitations, conferences and in-service education has helped. . ."

The secondary teachers gave 27 positive affect responses, five task oriented, and one ambivalent. There were six negative responses divided equally between two respondents. The elementary teachers are also overwhelmingly positive in their responses, 35, with 5 task oriented, and 1 ambivalent. Only one phrase was interpreted as negative and that was relatively mild. "Many things observed are not of value here in our system." Thus it appears that 90% of the teachers felt good about this aspect of the program. The remaining ten percent, secondary teachers, might be considered somewhat at variance with reality considering the very large majority who felt this program worthwhile.

Exhibit S was aimed at reviewing generally the professional growth of the teachers as a result of the innovative practices. The items used were the questions 1, 2, 3, 4, 5, 7, and 8 from the questionnaire. (The remaining questions were used specifically to answer questions posed by other studies.) These inventory questions dealt with teacher feelings with respect to participation in workshops, becoming part of a team teaching unit, group processes, exposure to innovative developments, differentiated salary for team leaders, consultant helpfulness, and involving teachers in decision making.

Regarding workshop participation the secondary teachers tended to be negative (again) with 15 such responses. There were 9 positive responses, 8 task oriented responses, and 1 ambivalent. The elementary teachers had 18 positive responses, 19 task oriented responses, and 1 ambivalent. Only 7 were negative. (It should be recalled that task oriented responses are generally positive or at least non-negative.)

The concept of team teaching was responded to primarily as task oriented by the secondary teachers with 17 phrases marked in this manner. Three were ambivalent while 9 were positive and 7 negative. The elementary teachers had 21 task oriented responses, 17 positive, and 3 ambivalent. Only 2 phrases were negative. Generally, then, the elementary teachers were pleased, and the secondary teachers saw team teaching as accomplishing a job to be done. Again, there were tinges of negativism in the secondary teachers' responses.

The group process feelings were elicited by the question "Group process has become helpful in . . ." The major concept in the responses was not the usual three found in the other questions' responses. Understanding was the key theme. Understanding of people, self, feelings, need to change, and the group process were key attributes. There was little difference between elementary and secondary teachers. Forty-one responses were in the understanding category, 19 were task oriented, 3 ambivalent, 8 positive, and 7 negative. Evidently group processes were liked, accepted, and found useful. However, again a small number were either slightly negatively or distinctly hostile. (Generally participation in group processes should be voluntary.)

The stem "The Exposure of the Staff to the Innovative Developments in Education Has . . ." evoked a large number of responses, the great majority positive. Seventy-five positive responses were recorded; 6 ambivalent, 3 task oriented, and 13 negative. (Of the latter 10 were from secondary teachers.) It is obvious that the staff overwhelmingly feels that the exposure to innovative developments has been a major contribution to better education.

This is in distinct contrast to the feelings with respect to paying differentiated salaries to team leaders. Stem five on the questionnaire had no task oriented responses at all and only 7 ambivalent ones. The elementary teachers had 16 negative responses and 15 positive ones. The secondary teachers were greatly against the practice; 25 negative phrases to 6 positive. This is obviously a sore point with the faculty. They feel that "hard feelings" have been created, that it has "divided the staff," made some feel "second best," and "been unfair to some team members."

Several felt that the team leaders have not been working harder or taking extra responsibility, yet they are being paid more. Others felt that some teachers had sold out personally or professionally for the extra money. It appears that steps need to be taken to list the additional duties of team leaders, see that their jobs are carried out, and that acceptance of team leaders by teachers be an integral part of their selection process.

Stem 7 of the questionnaire asked "Consultants Have Helped Me to Become a More Effective Teacher by . . ." (Recall here that stem 6 data were used for Study 18.) Consultants were generally considered valuable and useful. The elementary teachers were overwhelmingly of this conviction with 37 positive responses to only 4 negative. (There were no ambivalent or task oriented responses.) The secondary teachers maintained their element of general negativeness with 9 such responses. However, there were 24 positive responses, two task oriented, and 1 ambivalent. Generally, the positive statements related to showing them how and what to change, to think about changing, and to change through encouragement, inspiration, insight, and professional guidance.

"The Decision Making Process Involving Teachers Had . ." was the stem for producing responses involving the facultys' thinking with respect to the incorporation of their ideas into educational planning. The secondary teachers generally did not like it. Twenty-six phrases were negative responses, while 11 were positive, and 3 ambivalent. The elementary teachers were quite favorable to the involvement with 25 phrases assessed positively and only 3 negatively. Six were ambivalent.

Generally, in considering the overall impression of the faculty responses to the questionnaire, it appears that the changes in curriculum, the changes in administrative style and structure, the active involvement of faculty in decision making, the visitations by faculty and consultants, and the group process approach has shaken the psychological comfort of secondary faculty to an extent that will require distinct administrative attention in coming years. While some idea of the concerns has been related here, those wishing more specifics should read the individual responses (presented anonymously) in the data sheets. Probably more important than specifics, however, is the in-depth recognition of the problem and taking steps to ameliorate it.

In Exhibit W 15 teacher aids also responded to the questionnaire. While all of the questions were not of as specific usefulness as they were to the teachers, nevertheless valuable insight into thinking and attitudes could be obtained. All ten stems are included in this section. (See Figure 1 again for the stems.)

They enjoyed participating in the workshop. The interaction in administrative planning, in learning skills, self preparation and growth, and ultimately helping children and the teachers were the greatest values they felt accrued from their participation.

They felt that their role in becoming a part of the team (in team teaching) was to help students and teachers. They enjoyed being a part of the team and feel considerable personal involvement in their work. The few negatively tinged comments they have, deal with aspects of the system which they feel tends to distract from the team spirit.

The aids enjoyed the group process. They liked the freedom to communicate, the self understanding gained, and problem solving aspects of the groups. None made any remotely negative statements about participating in groups.

The exposure of the staff to innovative developments was accepted with favor by the Aids. They felt that the new methods did change the teaching methods, was better for the children, and was a generally strong aspect of the educational system. A few felt that there were still some problems generally, but almost all were enthusiastic about the innovations.

The paying of team leaders on a differentiated salary scale did not elicit a wide response from the Aids. Those who responded felt that there were problems, resentment, and disagreements among the faculty. Several Aids "ducked" the issue by reflecting or ambivalent responses.

The Aids almost unanimously liked the staff exposure of different techniques through visitations, conferences, et.al. They felt that it improved teaching, broadened change, and increased pupil understanding. The effect on the Aids of consultants was reported in terms of self growth, training, and knowing children better.

Being involved in the decision making process elicited 12 positive responses from the Aids and 5 negative ones. They are impressed with the large number of decisions that teachers must make.

The Aids' relationships with students, as the result of their different view of the administration, was generally seen positively. Twenty-four such phrases were written. There were also scattered positive phrases about staff and administrators. Their only concern seemed to be in the area of administrators' relationships in student discipline. The Aids' view of teacher-team leader-administrator relationships was generally favorable; however, there was some concern expressed about disagreements. The great majority of the responses though indicated the Aids' distinct pleasure in being involved in the school, the experience, and with their team.

In general, the Aids were somewhat more restrained in the number of responses they wrote for the questionnaire. They were almost totally enthusiastic and greatly enjoyed the involvement in the education process and the close contacts with children.

EXHIBIT X

# TEACHER MORALE IN THE FAIRFIELD COMMUNITY SCHOOLS

In April, 1969, the Purdue Teacher Opinionaire was administered to faculties of the three schools in the Fairfield Community School Corporation in order to obtain information from the teachers which may have an adverse effect on their morale. The real purpose of this report is to present the findings obtained from the administration of the Opinionaire. However, before making the presentation we will attempt to enlighten the reader regarding the nature and purpose of the Opinionaire and the kind of information it enables one to secure.

The Purdue Teacher Opinionaire is designed to provide a measure of teacher morale which may be defined as the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation. Not only does the Opinionaire yield a total score indicating the general level of a teacher's morale, but it also provides meaningful sub-scores which break down morale into some of its dimensions. The ten categories included are: (1) Teacher Rapport with Principal; (2) Satisfaction with teaching; (3) Rapport Among Teachers; (4) Teacher salary; (5) Teacher load; (6) Curriculum issues; (7) Teacher status; (8) Community support of education; (9) School facilities and services; and (10) Community pressures.

The instrument can be useful to school administrators, school staffs, and others who desire an objective and practical index of teacher morale in particular schools or school systems. Comparisons can be made among teachers when grouped by schools, grade levels, subject areas, tenure status, etc. The Opinionaire provides specific and valid information about crucial problems and tensions which concern the faculty and have an adverse effect on their morale. Very basic to improving the level of morale is an adequate understanding and diagnosis of how teachers feel about their particular school situation.

The following is a brief description of the ten factors included in the Opinionaire:

Factor 1 - "Teacher Rapport with Principal" deals with teacher's feelings about the principal -- his professional competency, his interest in teachers and their work, his ability to communicate, and his skill in human relations.

Factor 2 - "Satisfaction with Teaching" pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation.

Factor 3 - "Rapport Among Teachers" focuses on a teacher's relationship with other teachers. The items here solicit the teacher's opinion regarding the cooperation, preparation, ethics, influence, interests, and competency of his peers.

Factor 4 - "Teacher Salary" pertains primarily to the teacher's feelings about salaries and salary policies. Are salaries based on teacher competency? Do they compare favorably with salaries in other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies?

Factor 5 - "Teacher Load" deals with such matters as record-keeping, clerical work, "red tape," community demands on teacher time, extra-curricular load, and keeping up to date professionally.

Factor 6 - "Curriculum Issues" solicits teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

Factor 7 - "Teacher Status" samples feelings about the prestige, security, and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community.

Factor 8 - "Community Support of Education" deals with the extent to which the community understands and is willing to support a sound educational program.

Factor 9 - "School Facilities and Services" has to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

Factor 10 - "Community Pressures" gives special attention to community expectations with respect to the teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial issues in the classroom.

Perhaps the most meaningful way to present the results obtained from the administration of the Purdue Teacher Opinionaire is through item profiles for each of the ten factors. These profiles make it possible to compare an individual school faculty's responses in relationship to lower quartile, median, and upper quartile norm profiles which were developed from the responses of a large representative population of teachers.

Three sets of profiles have been prepared, one for each of the schools in the Fairfield Community School Corporation. These together with some interpretation will be presented in the following order: (1) Fairfield High Schools; (2) Millersburg Elementary School; and (3) New Paris Elementary School.

## Fairfield High School

Generally the medians for the responses of the teachers in this school are below the norm medians as the item factor profiles clearly show. For Factor 1, Teacher Rapport with Principal, the norm median is exceeded by only one item medium, namely, "Teachers feel free to criticize administrative policy at faculty meetings called by our principal." For all other items in this factor the profile shows that the opinions of the faculty are similar to that of the low 25% of the norm population of teachers.

Fairfield teacher responses medians for items in Factor two, Satisfaction with Teaching, fluctuated about the norm median; however, in a few instances they were near the lower quartile. Items which teachers responded to most favorably in this area have to do with their relationships with students. For example, teachers find their contacts with students, for the most part, highly satisfying and rewarding; they really enjoy working with students; and most of the actions of students do not irritate them. Teachers also responded quite favorably with respect to the enjoyment they had in working with student organizations, clubs, and societies. Item 100, "I am well satisfied with my present teaching position," received the lowest rating. Other items in the lower range were items 29, 47, 58, and 60.

The item medians concerning Rapport Among Teachers were quite similar to the lower equartile item norms. Median for items pertaining to cooperation among teachers were generally lowest while medians for items dealing with teacher competency, influence on students, professional ethics, and teacher initiative were somewhat more favorable.

Salary item medians are near the norm median. Item 9 accounted for the greatest deviation below the norm median while item 32 deviated most above.

Teacher load items accounting for the greatest deviation below the lower quartile norm profile line are items 31, "The school schedule places my classes at a disadvantage" and 42, "My teaching load in this school is unreasonable." Other teacher load item medians were well above the lower quartile norm and items 34 and 40 had median which equalled or exceeded the norm median.

The Curriculum Issues profile median for the Fairfield School followed closely the norm median.

The teachers in Fairfield High School are much more inclined to feel that teaching affords them the security they want in an occupation; enables them to provide a satisfactory standard of living for their families; and enables them to enjoy many of the material and cultural things they like than to feel that they are accepted and treated as professionals in the community (See Status Profiles).

The procedures for obtaining materials and services are not as well defined and efficient as are other matters pertaining to School Facilities and Services. The responses of teachers to items in this factor indicate that they were quite well satisfied with the facilities and services in the school.

The median profile for items pertaining to Community Support of Education follows a pattern quite similar to the norm profile lines and falls approximately half way between the norm median and lower quartile profile lines.

The Community Pressures median profile reveals an interesting pattern with all item medians lying close to the lower quartile norm line except for item 91. The school median in this instance indicates that teachers do feel quite free to discuss controversial issues in their classes.

**Fairfield High School**

# TEACHER RAPPORT WITH PRINCIPAL

## Opinionaire Items

ITEM NO.

2. The work of individual faculty members is appreciated and commended by our principal
3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal
5.**Our principal shows favoritism in his relations with the teachers in our school
7. My principal makes a real effort to maintain close contact with the faculty
12. Our principal's leadership in faculty meetings challenge and stimulated our professional growth
33. My principal makes my work easier and more pleasant
38. My school principal understands and recognizes good teaching procedures
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43. My principal shows a real interest in my department
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69. My principal acts as though he is interested in me and my problems
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73. My principal has a reasonable understanding of the problems connected with my teaching assignment
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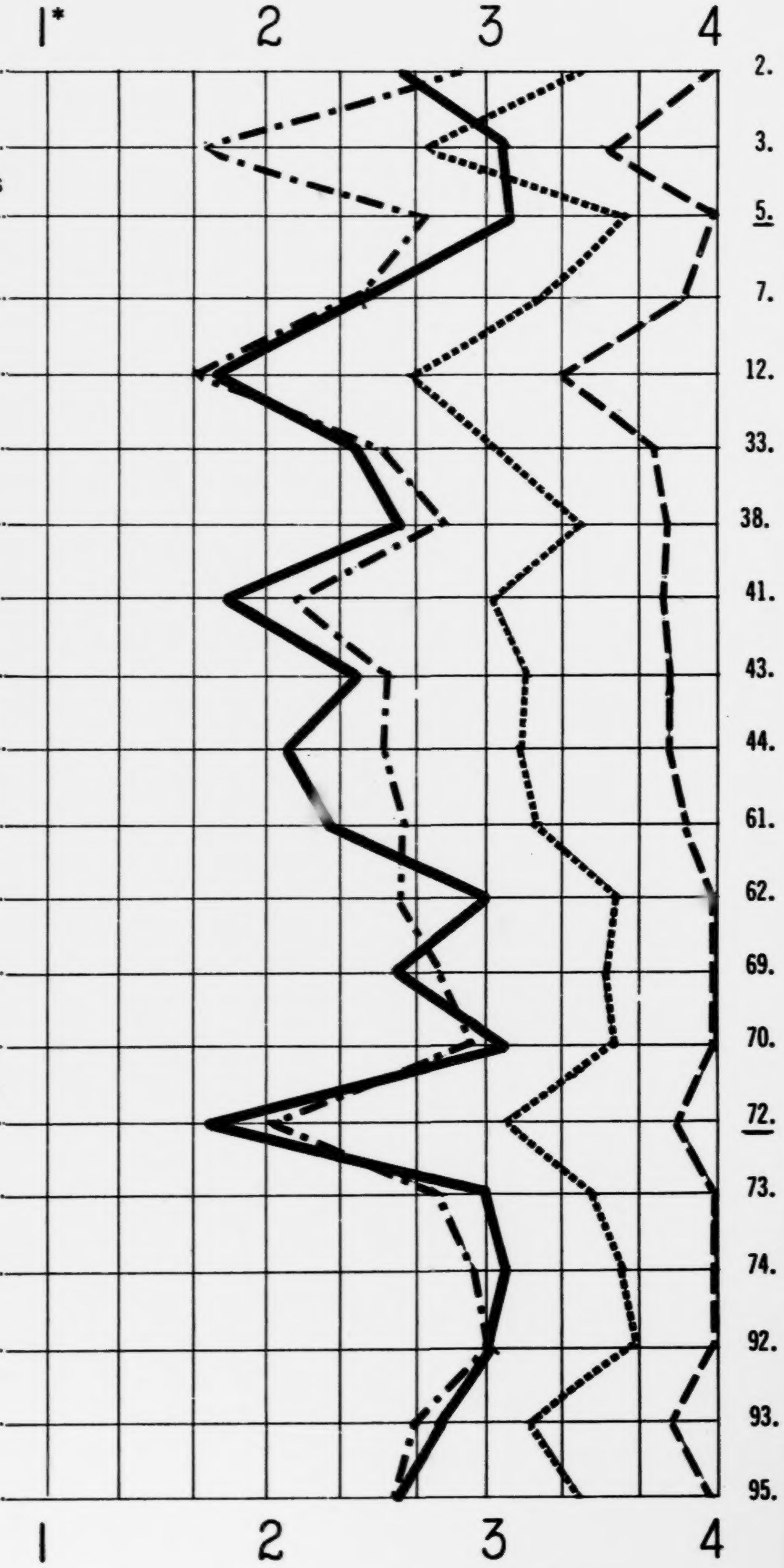
92. My principal tries to make me feel comfortable when he visits my classes
93. My principal makes effective use of the individual teacher's capacity and talent
95. Teachers feel free to go to the principal about problems of personal and group welfare

## Median Scores



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**Underlined numbers indicate items keyed "Disagree"

KEY: Upper Quartile — — —
Lower Quartile — · —
Median ~~Middle Quartile~~ ·······
School Median ━━━

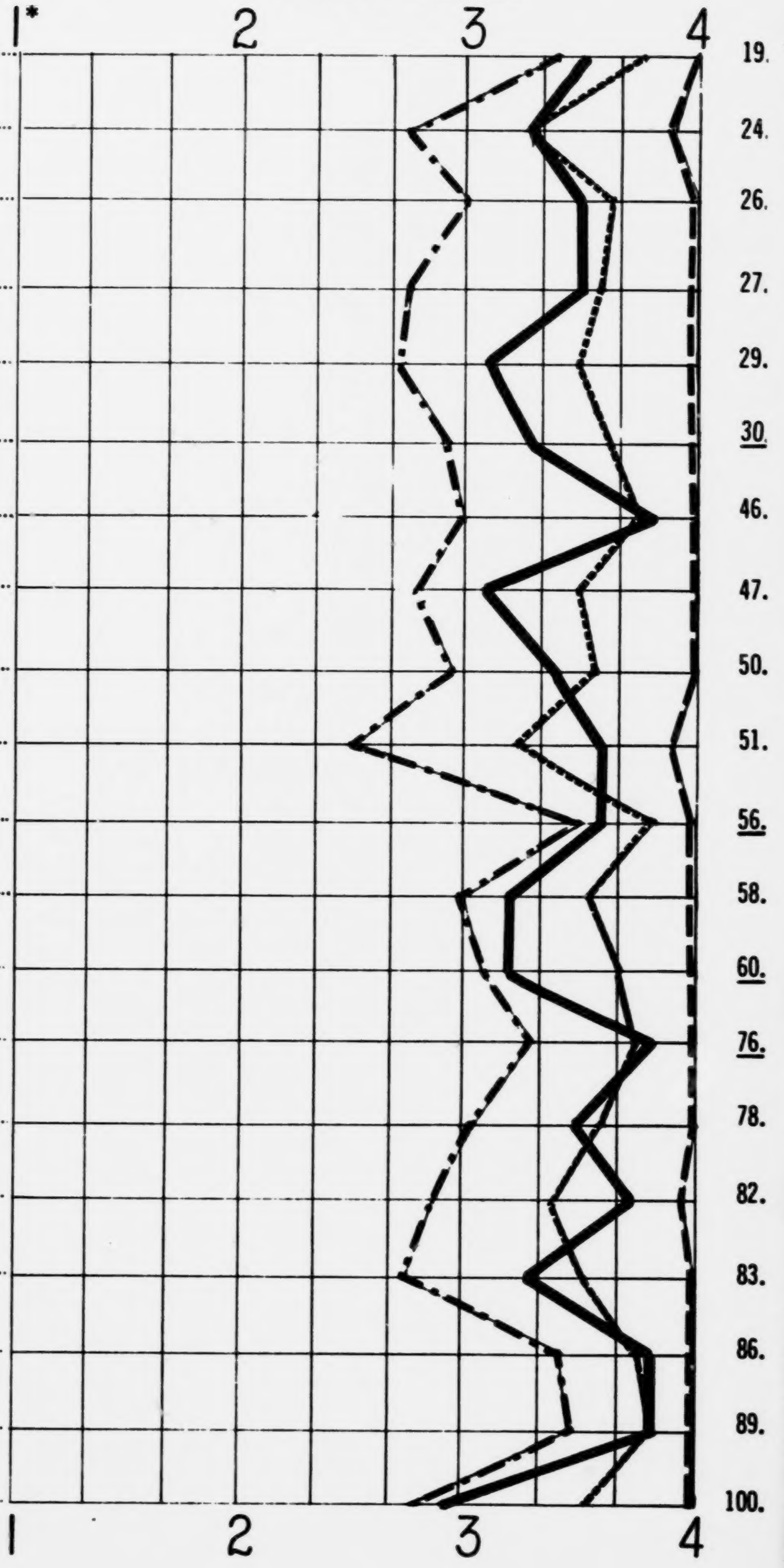
F

Fairfield High School

# SATISFACTION WITH TEACHING

ITEM NO. **Opinionaire Items** **Median Scores**

19. Teaching gives me a great deal of personal satisfaction
24. Teaching enables me to make my greatest contribution to society
26. I love to teach
27. If I could plan my career again, I would choose teaching
29. I would recommend teaching as an occupation to students of high scholastic ability
30.** If I could earn as much money in another occupation, I would stop teaching
46. I find my contacts with students, for the most part, highly satisfying and rewarding
47. I feel that I am an important part of this school system
50. I feel successful and competent in my present position
51. I enjoy working with student organizations, clubs and societies
56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am
58. As far as I know, the other teachers think I am a good teacher
60. The "stress and strain" resulting from teaching makes teaching undesirable for me
76. Most of the actions of the students irritate me
78. My students regard me with respect and seem to have confidence in my professional ability
82. My students appreciate the help I give them with their school work
83. To me there is no more challenging work than teaching
86. As a teacher, I think I am as competent as most other teachers
89. I really enjoy working with my students
100. I am well satisfied with my present teaching position



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Lower Quartile — · — School Median ▬▬

Fairfield High School

# RAPPORT AMONG TEACHERS

ITEM NO. **Opinionaire Items**

18.** There is a great deal of griping, arguing, taking sides and feuding among our teachers

22. Generally, teachers in our school do not take advantage of one another

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53. My teaching associates are well prepared for their jobs

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77. The cooperativeness of teachers in our school helps make my work more enjoyable

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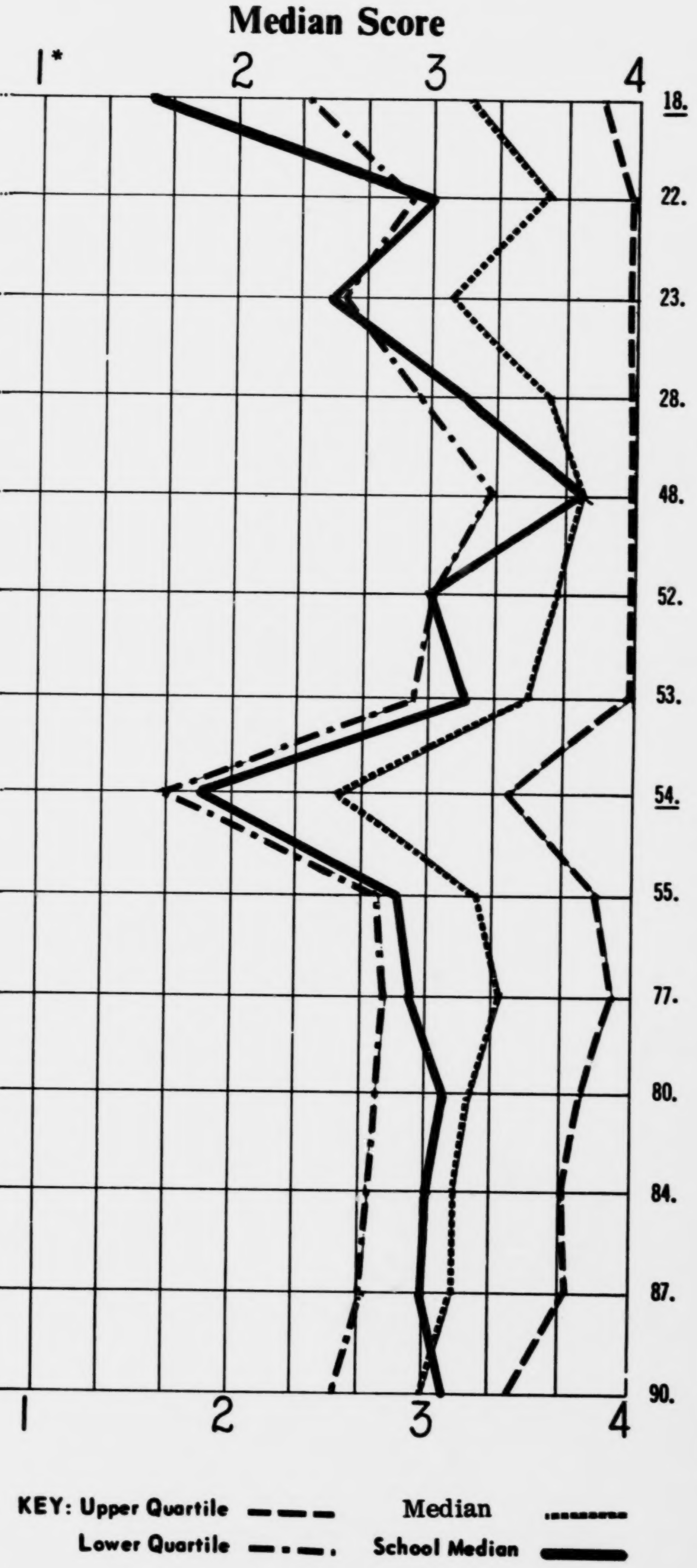

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Fairfield High School

# TEACHER SALARY

## Opinionaire Items

## Median Scores

ITEM NO.

4. The Faculty feels that their suggestions pertaining to salaries are adequately transmitted by the administration to the board of education ..........

9. I am satisfied with the policies under which pay raises are granted ..........

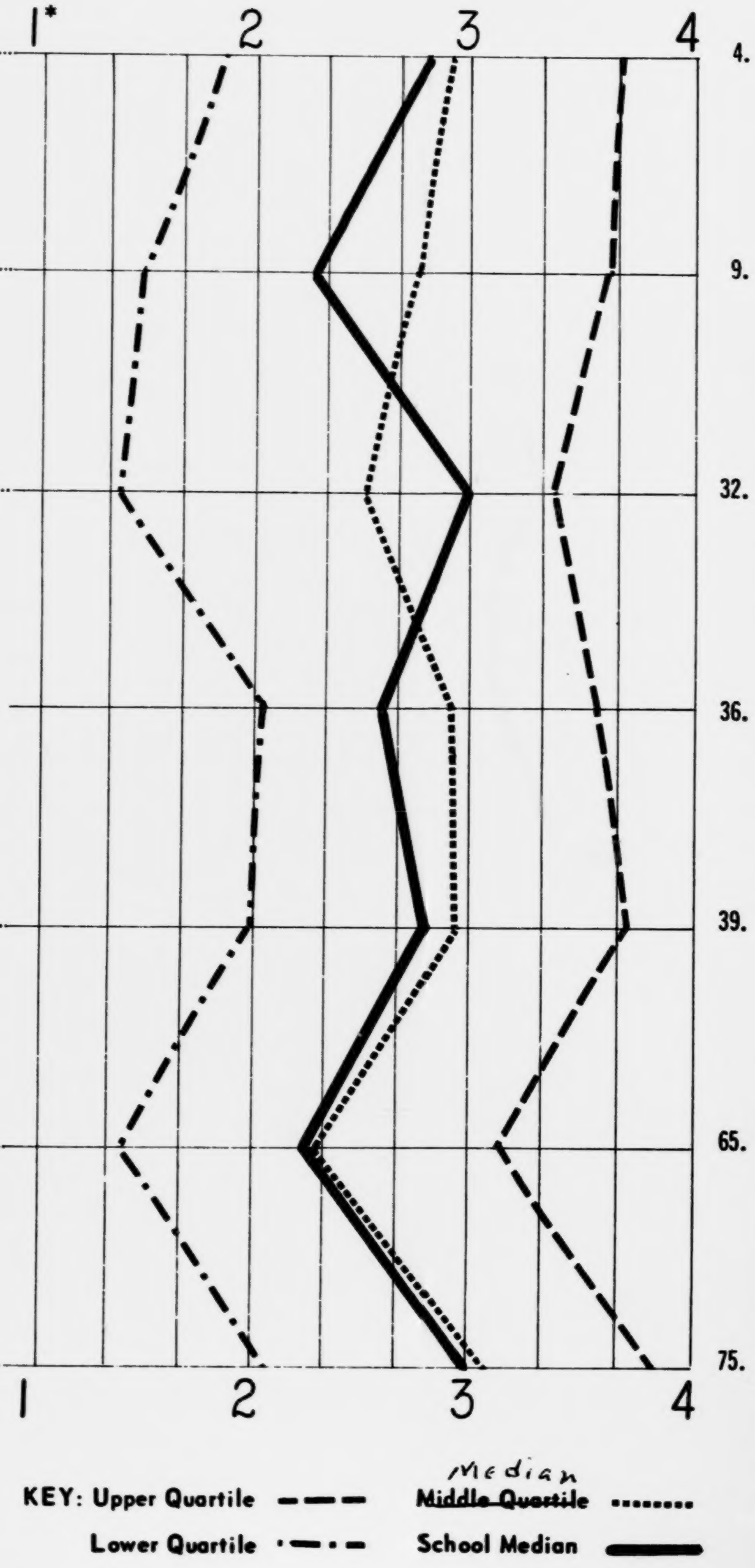
32. Within the limits of financial resources, the school tries to follow a generous policy regarding fringe benefits, professional travel, professional study, etc. ..........

36. Salary policies are administered with fairness and justice ..........

39. Teachers clearly understand the policies governing salary increases ..........

65. The salary schedule in our school adequately recognizes teacher competency ..........

75. Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar ..........



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Fairfield High School

# TEACHER LOAD

ITEM NO. **Opinionaire Items** **Median Scores**

1.** Details, "red tape," and required reports absorb too much of my time

6. Teachers in this school are expected to do an unreasonable amount of record keeping and clerical work

8. Community demands upon the teacher's time are unreasonable

10. My teaching load is greater than that of most of the other teachers in our school

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31. The school schedule places my classes at a disadvantage

34. Keeping up professionally is too much of a burden

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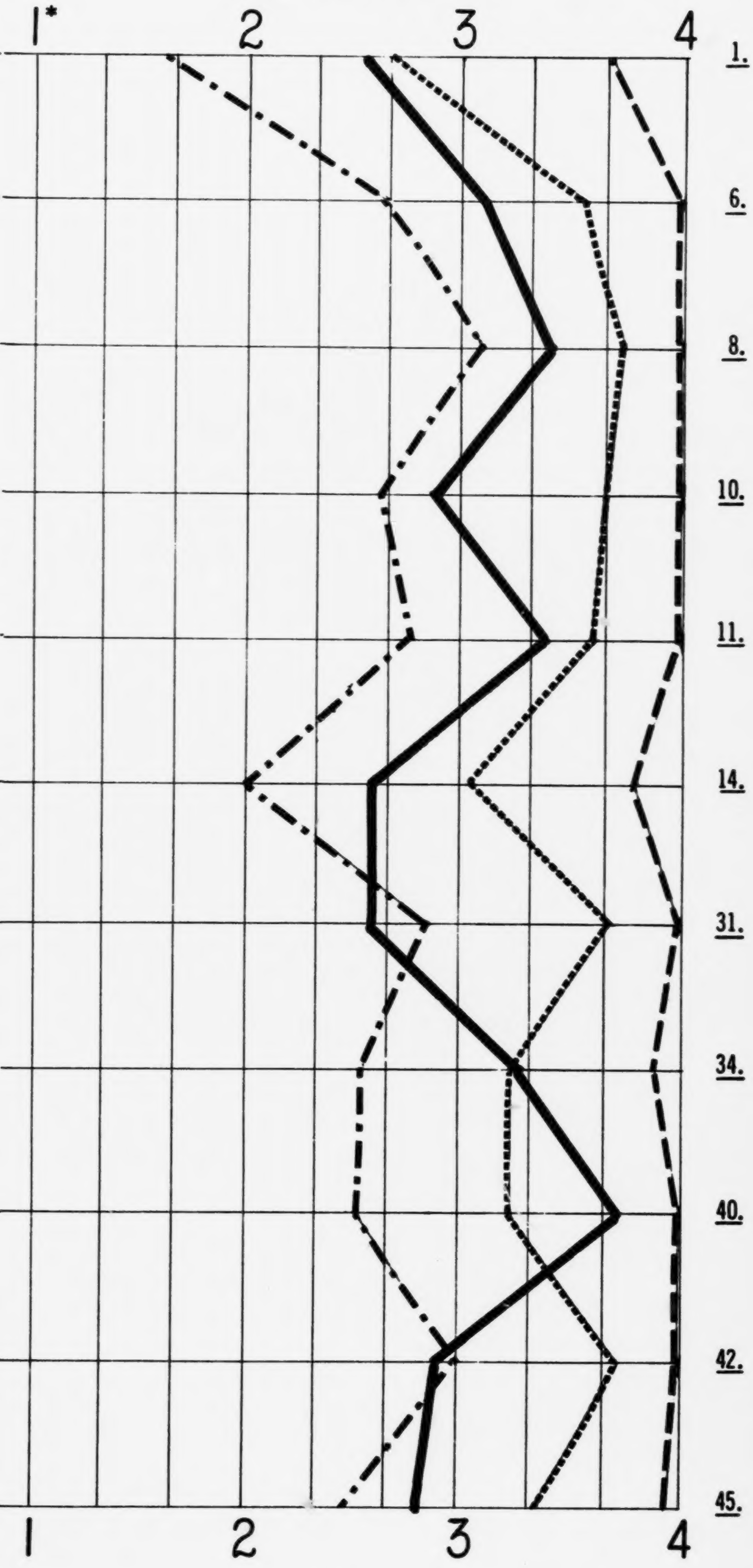

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**KEY:** Upper Quartile — — Median ~~Middle Quartile~~ ·········

Lower Quartile —·— School Median ━━━━

Fairfield High School

# CURRICULUM ISSUES

## Opinionaire Items

## Median Scores

ITEM NO.

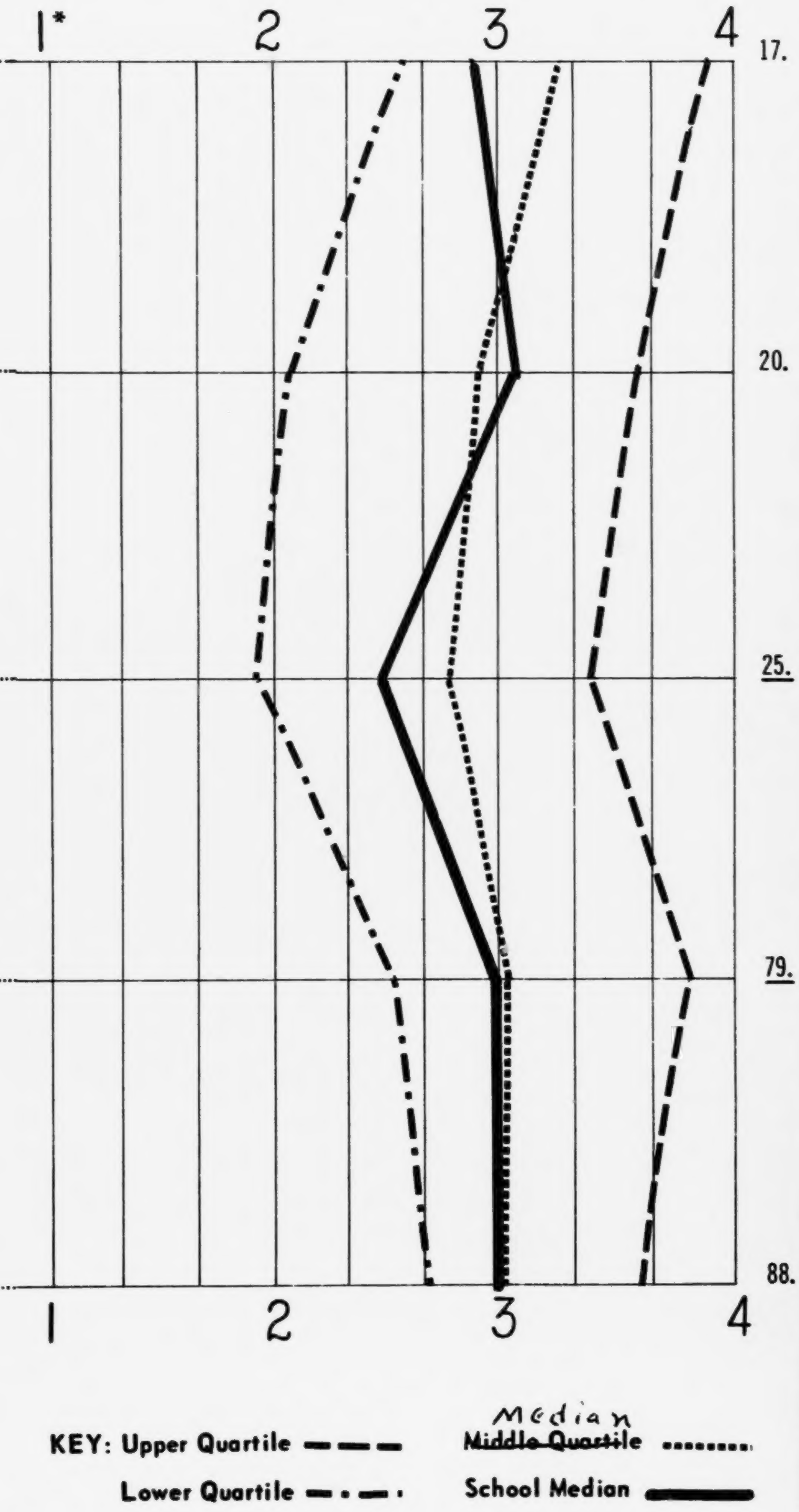
17. Our school has a well-balanced curriculum ................................

20. The curriculum of our school makes reasonable provision for the student individual differences ................................

25.**The curriculum of our school is in need of major revisions. ..........

79. The purposes and objectives of the school cannot be achieved by the present curriculum ................................

88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens ................................



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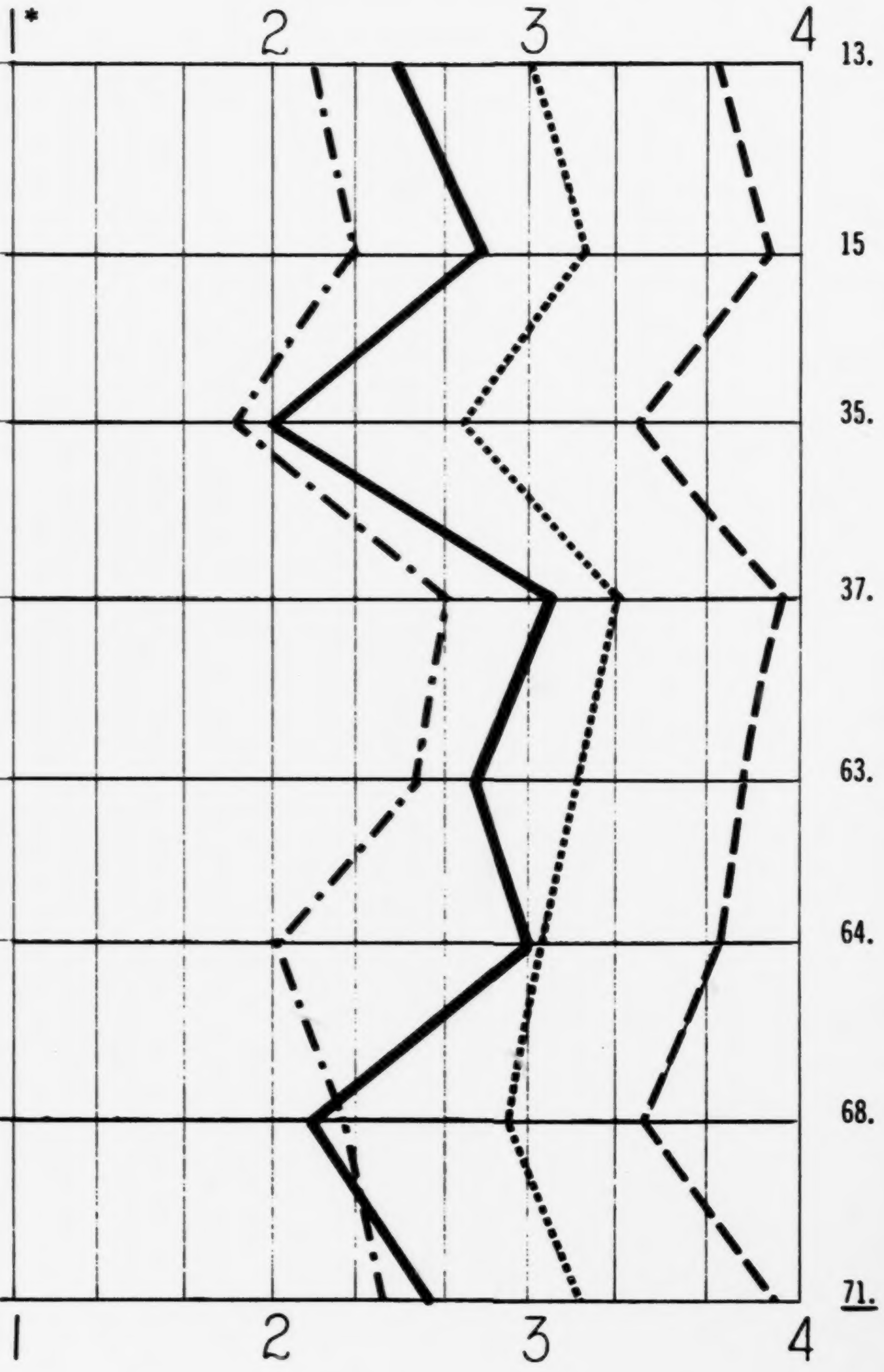
Fairfield High School

# TEACHER STATUS

| ITEM NO. | Opinionaire Items |
|---|---|
| 13. | My teaching position gives me the social status in the community that I desire |
| 15. | Teaching enables me to enjoy many of the material and cultural things I like |
| 35. | Our community makes its teachers feel as though they are a real part of the community |
| 37. | Teaching affords me the security I want in an occupation |
| 63. | Teaching gives me the prestige I desire |
| 64. | My teaching job enables me to provide a satisfactory standard of living for my family |
| 68. | This community respects its teachers and treats them like professional persons |
| 71.** | It is difficult for teachers to gain acceptance by the people in this community |

## Median Scores



KEY: Upper Quartile ▬ ▬ ▬ · ~~Middle Quartile~~ Median ········

Lower Quartile · · ▬ · · School Median ▬▬▬

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Fairfield High School

# COMMUNITY SUPPORT OF EDUCATION

ITEM NO. **Opinionaire Items** **Median Scores**

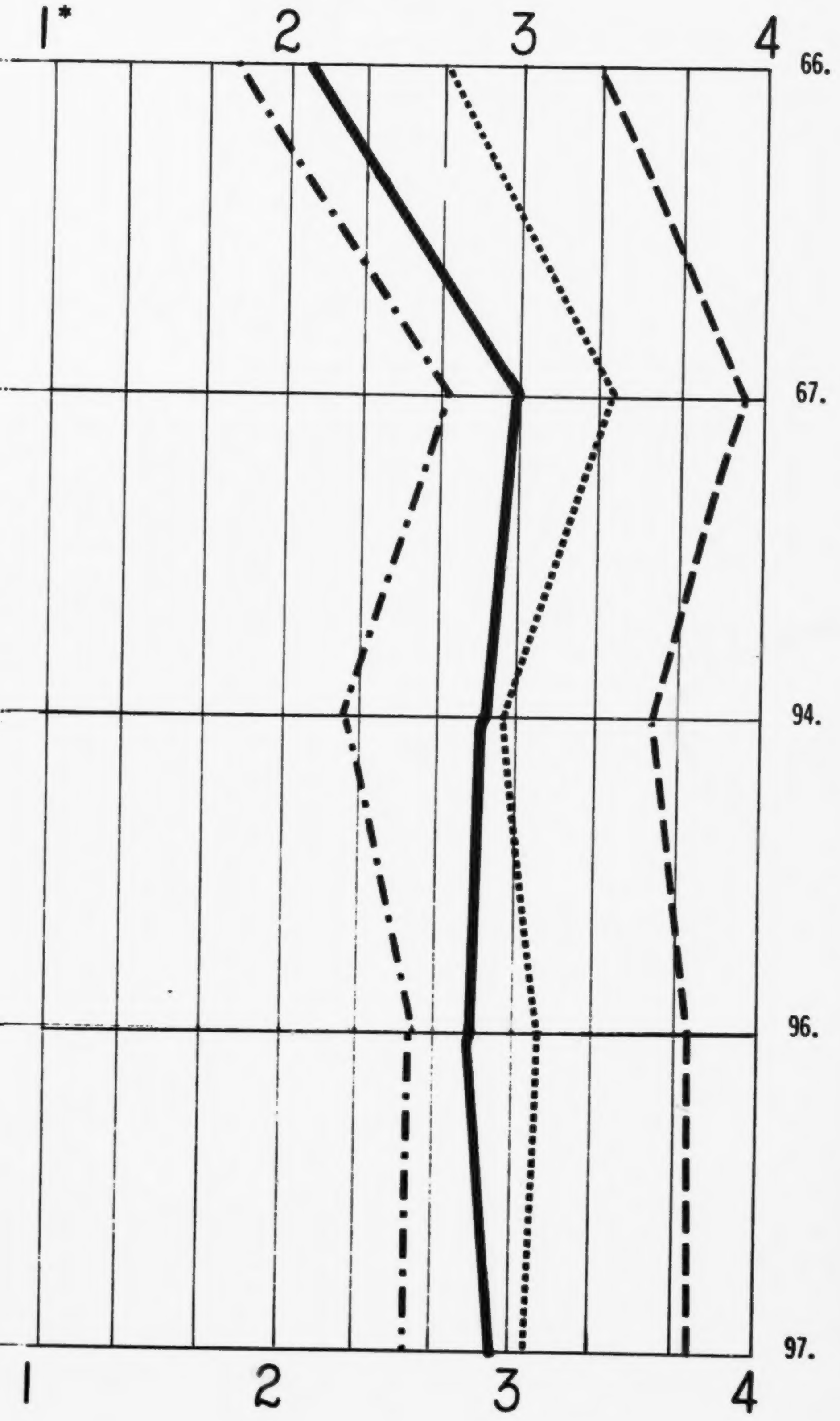
66. Most of the people in this community understand and appreciate good education ..........

67. In my judgment, this community is a good place to raise a family ..........

94. The people in this community, generally, have a sincere and wholehearted interest in the school system ..........

96. This community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff ..........

97. This community is willing to support a good program of education ..........



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**KEY:** **Upper Quartile** — — — Median **~~Middle Quartile~~** ········

**Lower Quartile** · — · — **School Median** ▬

Fairfield High School

# SCHOOL FACILITIES AND SERVICES

## Opinionaire Items

ITEM NO.

16. My school provides me with adequate classroom supplies and equipment

21. The procedures for obtaining materials and services are well defined and efficient

49. My school provides the teachers with adequate audio-visual aids and projection equipment

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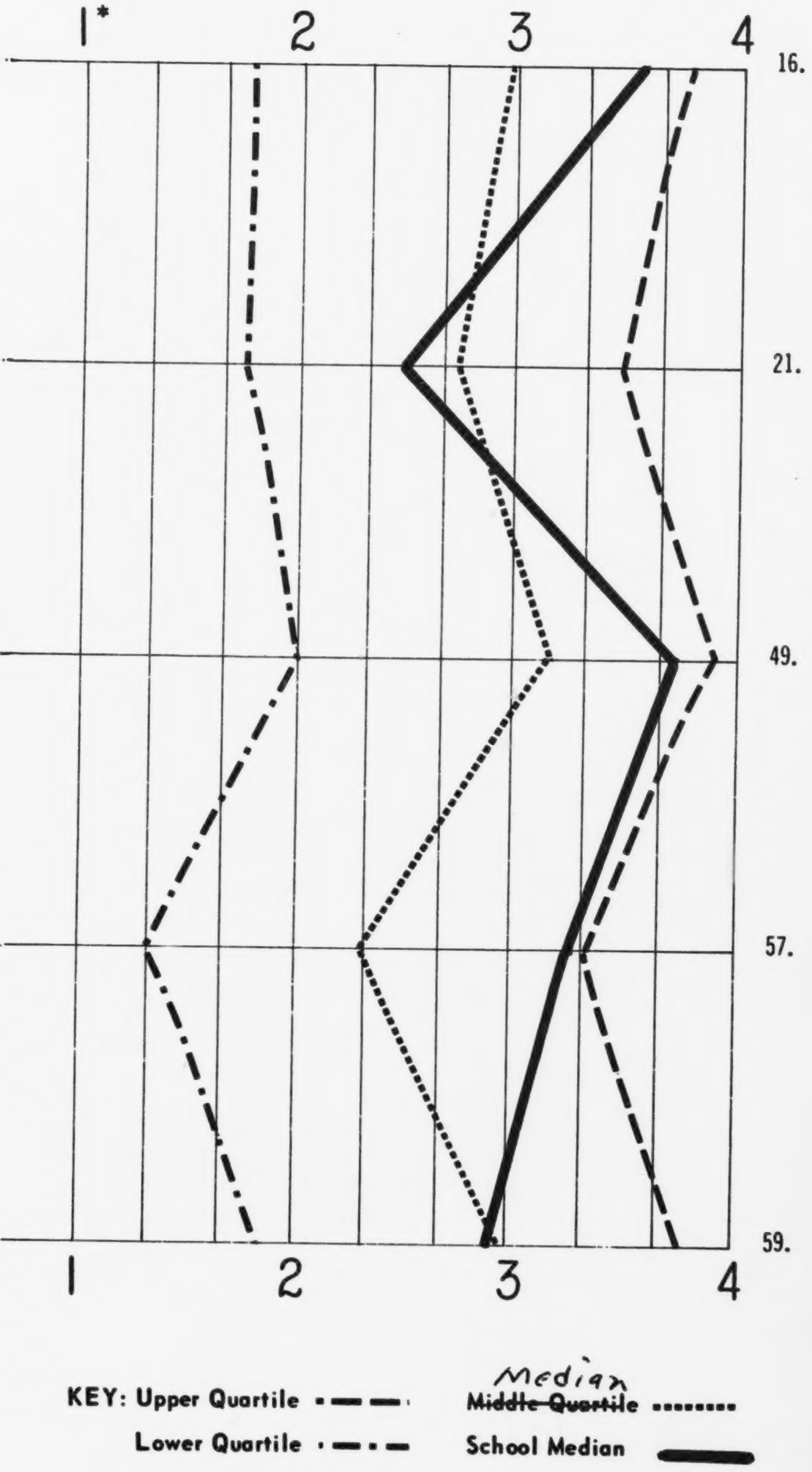

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F

Fairfield High School

# COMMUNITY PRESSURES

## Opinionaire Items

ITEM NO.

81.** This community expects its teachers to meet unreasonable personal standards ........

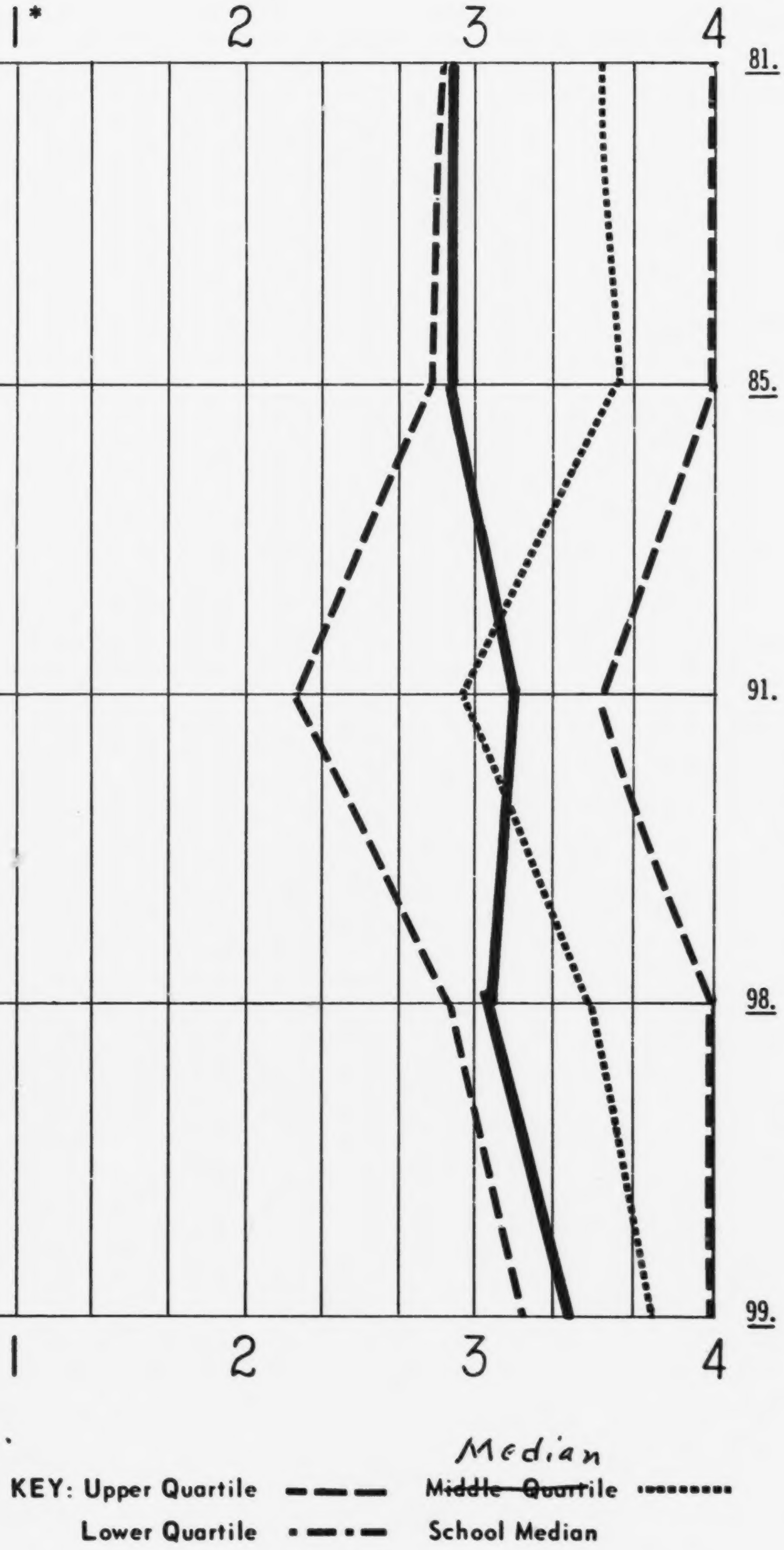
85. As a teacher in this community, my nonprofessional activities outside of school are unduly restricted ........

91. Teachers in our community feel free to discuss controversial issues in their classes ........

98. Our community expects the teachers to participate in too many social activities ........

99. Community pressures prevent me from doing my best as a teacher ........

## Median Scores



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## MILLERSBURG ELEMENTARY SCHOOL

Eight of the ten factor profiles for this school have item medians which are with few exceptions equal to or above the norm medians. This is an indication that most teachers in the school feel quite well satisfied in areas covered in these eight factors. It should be pointed out that the median represents the middle of a range of scores and that half of the teachers have scores above and half below this point.

A careful study of the profiles will reveal certain specific concerns of the teachers. For example, teachers in this school are less inclined to feel that they are satisfied with the policies under which pay raises are granted and that the salary schedule in the school adequately recognizes teacher competency than with other items pertaining to teacher salaries.

Factors 1 and 3 Teacher Rapport with Principal and Rapport Among Teachers have profiles which indicate that considerable dissatisfaction exists in these areas. In most instances the item medians are near the lower quartile norm line.

Millersburg Elementary School

# TEACHER RAPPORT WITH PRINCIPAL

## Opinionaire Items

ITEM NO.

2. The work of individual faculty members is appreciated and commended by our principal
3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal
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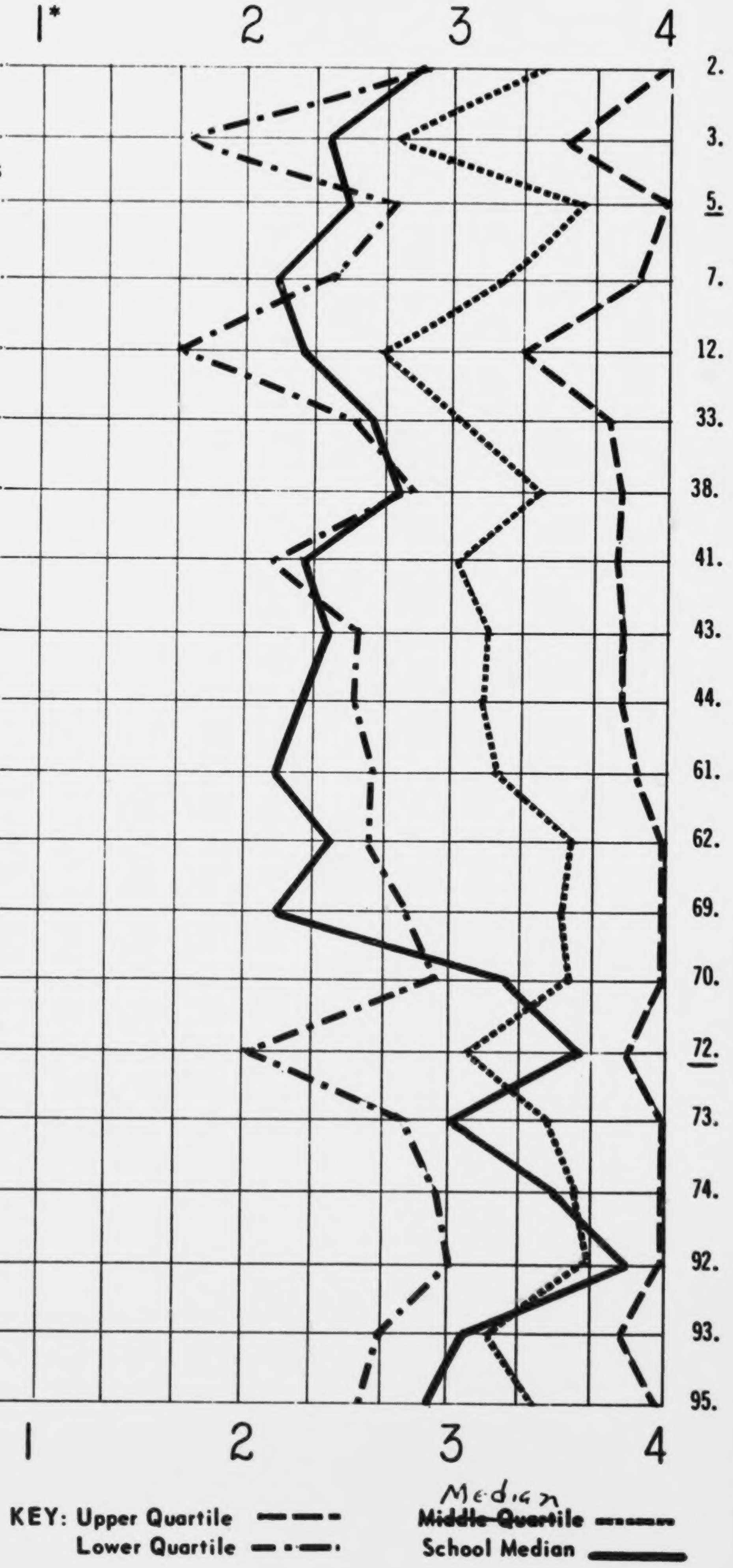

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M.

Millersburg Elementary School

# SATISFACTION WITH TEACHING

ITEM NO. **Opinionaire Items** **Median Scores**

19. Teaching gives me a great deal of personal satisfaction ........ 19.
24. Teaching enables me to make my greatest contribution to society ........ 24.
26. I love to teach ........ 26.
27. If I could plan my career again, I would choose teaching ........ 27.
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50. I feel successful and competent in my present position ........ 50.
51. I enjoy working with student organizations, clubs and societies ........ 51.
56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am ........ 56.
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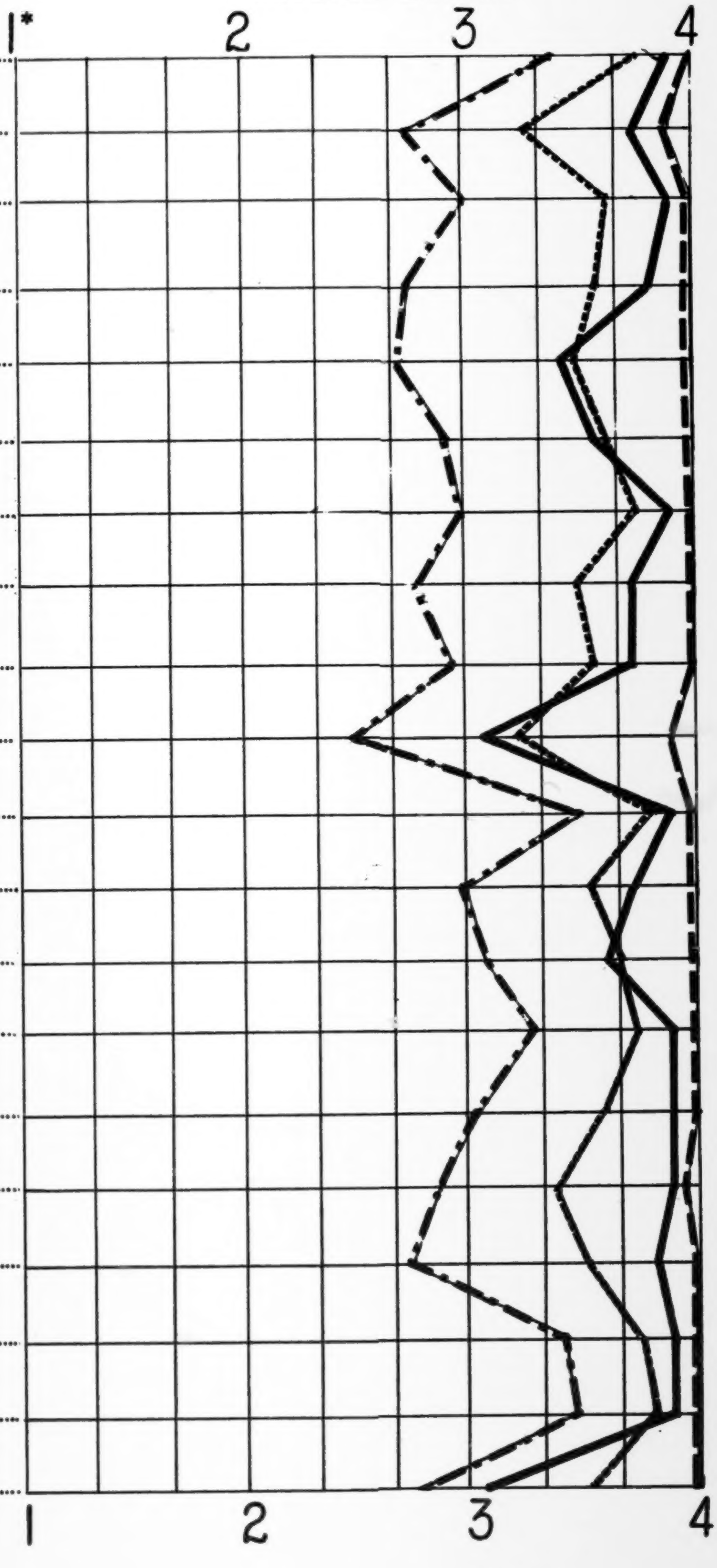

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Lower Quartile ▬ · ▬
Median ~~Middle Quartile~~ ......
School Median ▬▬▬

M

Millersburg Elementary School

# RAPPORT AMONG TEACHERS

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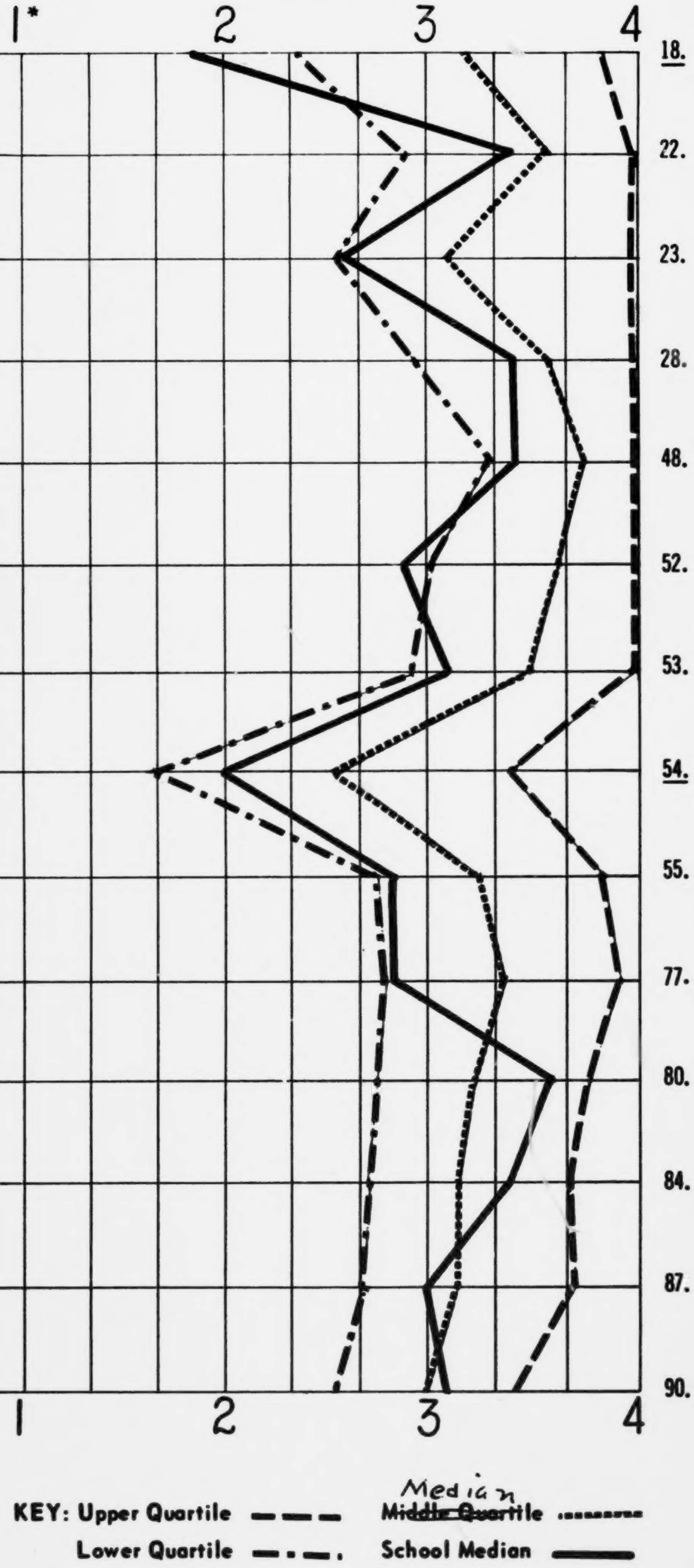

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M

Millersburg Elementary School

# TEACHER SALARY

## Opinionaire Items

## Median Scores

ITEM NO.

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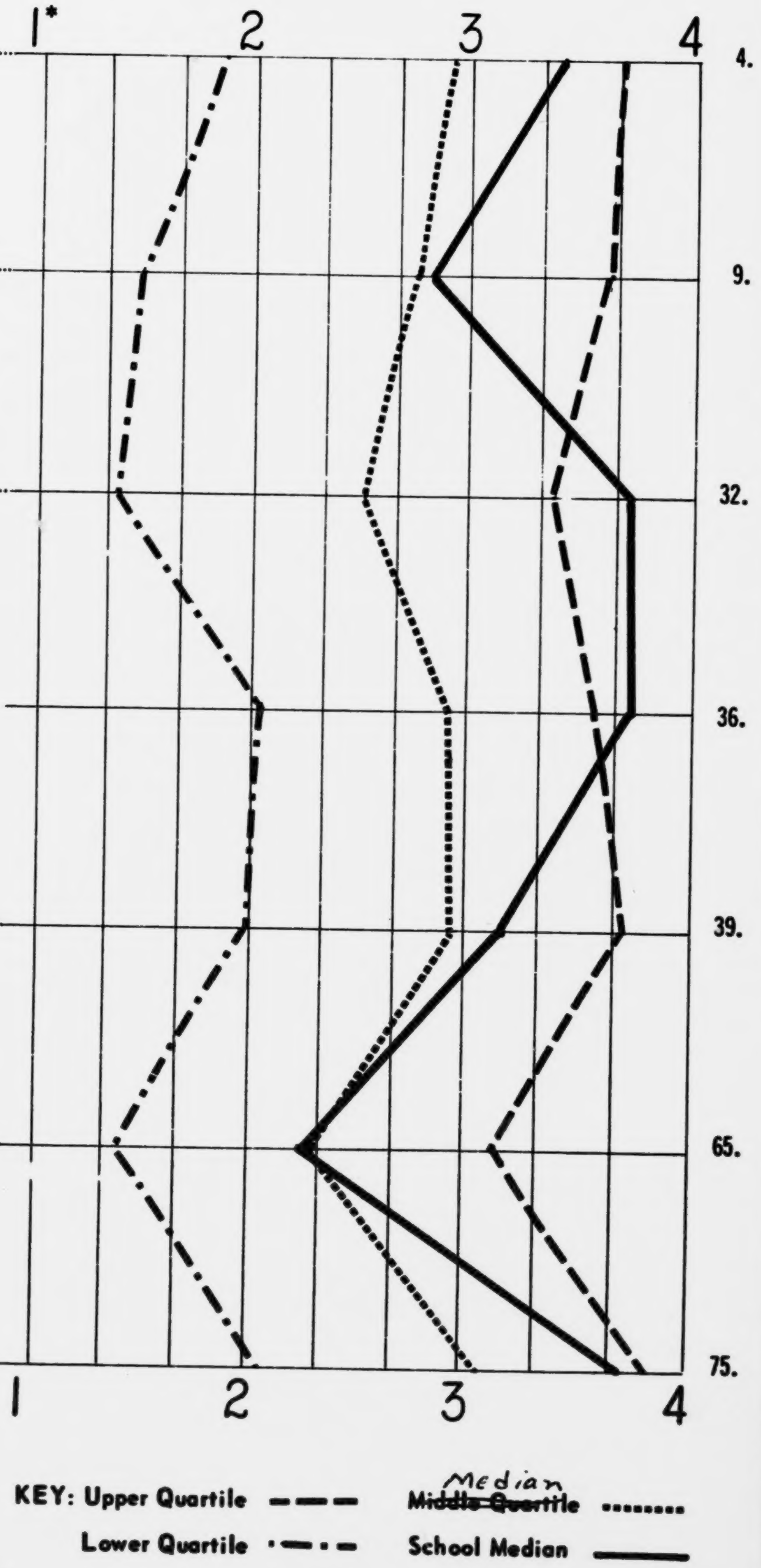

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M

Millersburg Elementary School

# TEACHER LOAD

ITEM NO. **Opinionaire Items** **Median Scores**

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6. Teachers in this school are expected to do an unreasonable amount of record keeping and clerical work

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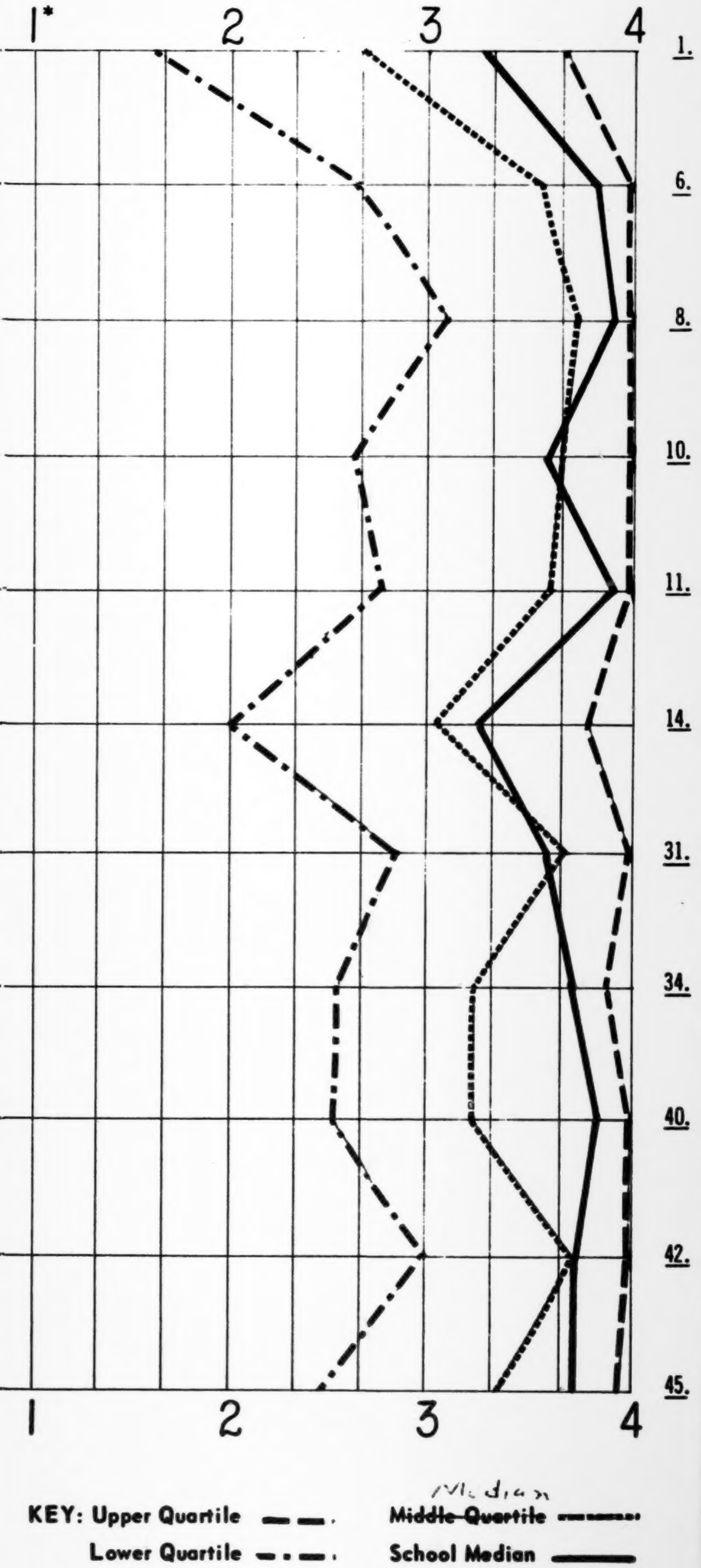

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M

Millersburg Elementary School

# CURRICULUM ISSUES

## Opinionaire Items

## Median Scores

ITEM NO.

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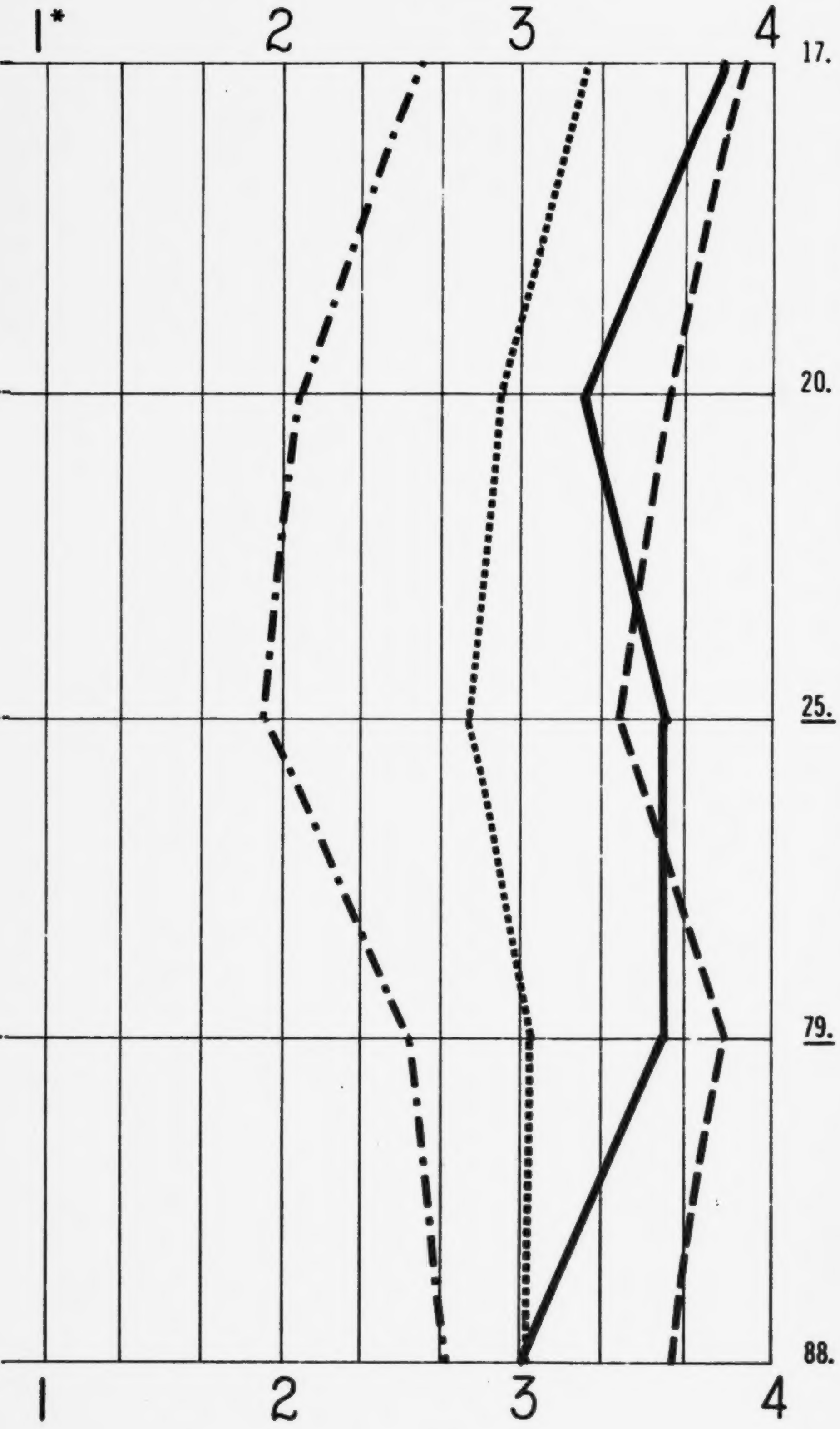

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M

Millersburg Elementary School

# TEACHER STATUS

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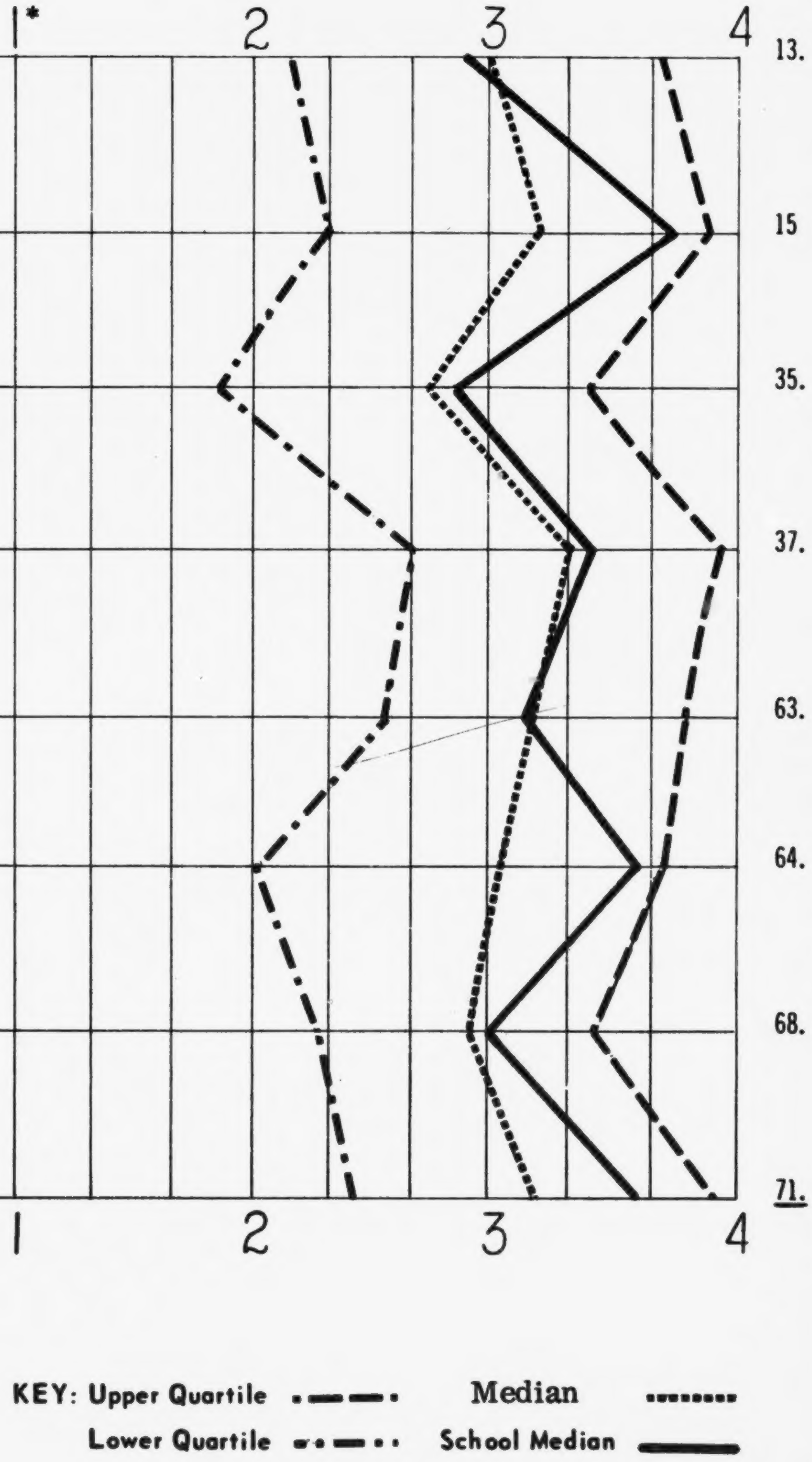

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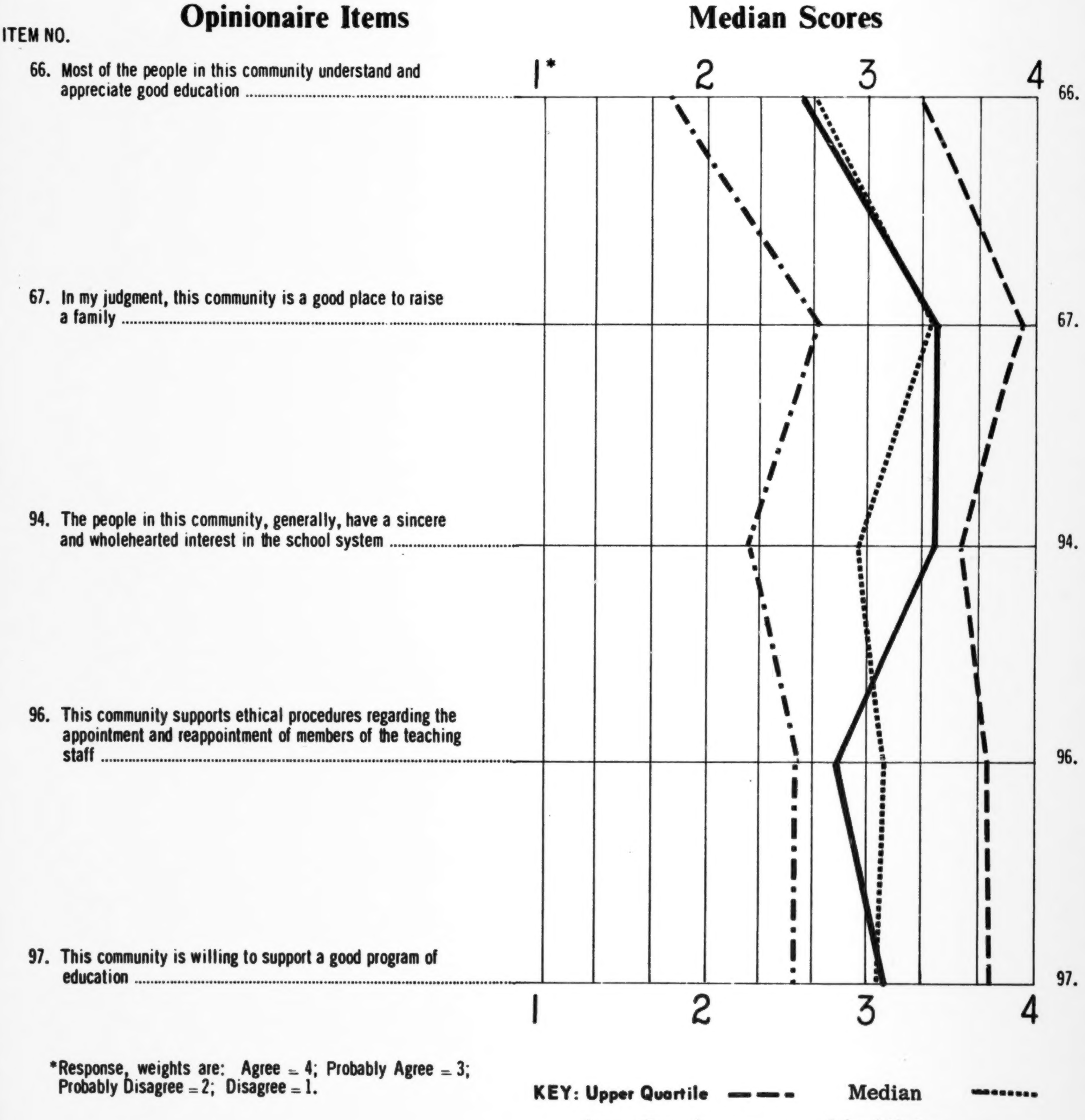
M

Millersburg Elementary School

# COMMUNITY SUPPORT OF EDUCATION



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M

Millersburg Elementary School

# SCHOOL FACILITIES AND SERVICES

## Opinionaire Items

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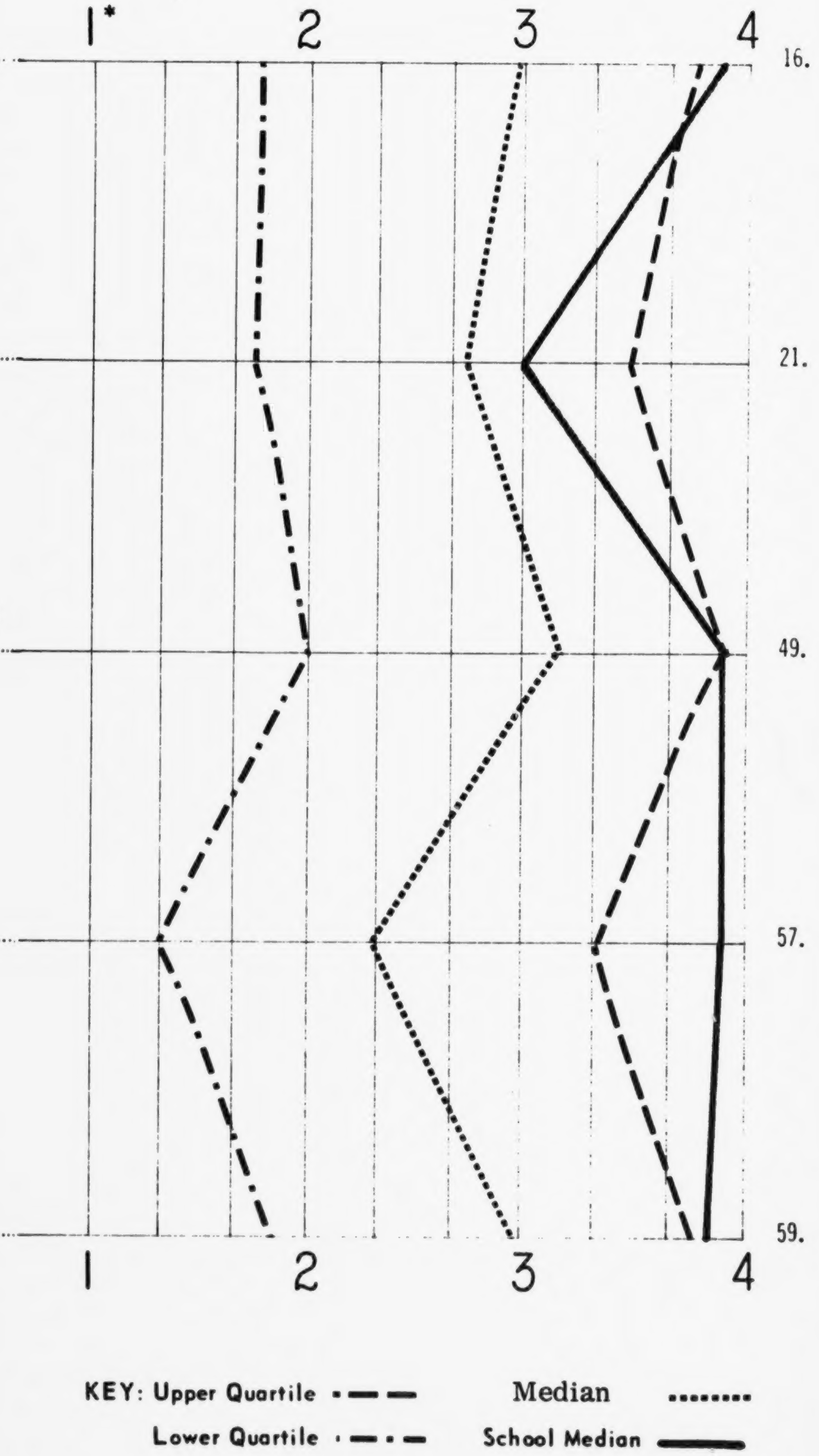
## Median Scores



*Response, weights are: Agree = 4; Probably Agree = 3; Probably Disagree = 2; Disagree = 1.

M

Millersburg Elementary School

# COMMUNITY PRESSURES

## Opinionaire Items

## Median Scores

ITEM NO.

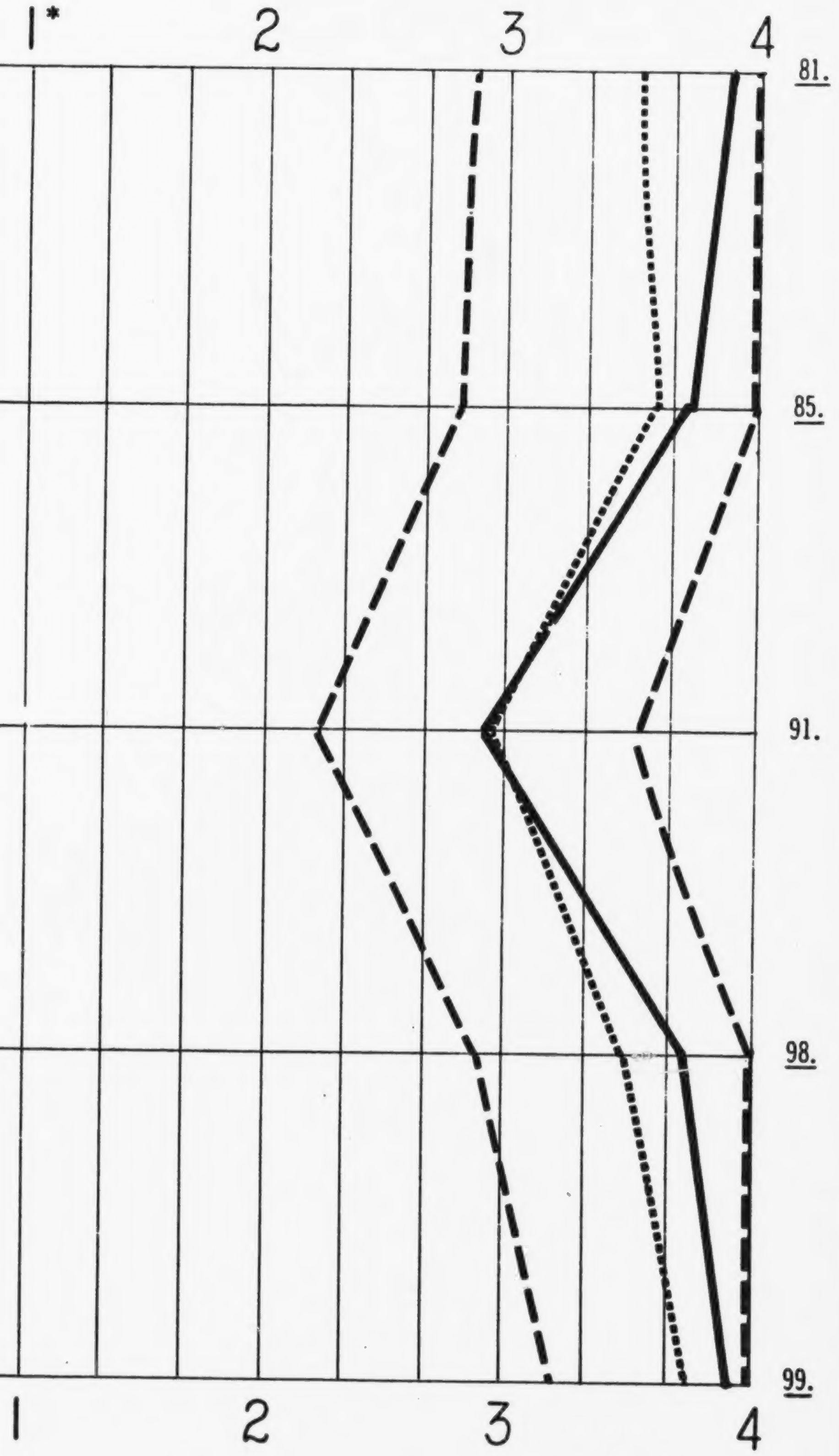
81.** This community expects its teachers to meet unreasonable personal standards ........

85. As a teacher in this community, my nonprofessional activities outside of school are unduly restricted ........

91. Teachers in our community feel free to discuss controversial issues in their classes ........

98. Our community expects the teachers to participate in too many social activities ........

99. Community pressures prevent me from doing my best as a teacher ........



*When "Agree" is the keyed response, weights are: Agree = 4; Probably Agree = 3; Probably Disagree = 2; Disagree = 1. When "Disagree" is the keyed response, weights are: Disagree = 4; Probably Disagree = 3; Probably Agree = 2; Agree = 1.

**Underlined numbers indicate items keyed "Disagree"

**KEY:** Upper Quartile — — — Median ........ Lower Quartile • — • — School Median ———

M

# NEW PARIS ELEMENTARY SCHOOL

New Paris' Teachers' responses to the Purdue Teacher Opinionarie reveal that they are among the best satisfied group of teachers in the corporation. This is clearly shown by all profiles. In a few instances item medians drop well below the norm median. Two examples of this occur with respect to Teacher Load. They are: Item 1 "Details "red tape" and required reports absorb too much of my time," and Item 14 "The number of hours a teacher must work is unreasonable."

Factors 1 "Teacher Rapport with Principal" and 3 Rapport Among Teachers" shows a very interesting contrast to the other schools in the corporation.

New Paris Elementary School

# TEACHER RAPPORT WITH PRINCIPAL

## Opinionaire Items

ITEM NO.

2. The work of individual faculty members is appreciated and commended by our principal ........................................

3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal ........................................

5.** Our principal shows favoritism in his relations with the teachers in our school ........................................

7. My principal makes a real effort to maintain close contact with the faculty ........................................

12. Our principal's leadership in faculty meetings challenge and stimulated our professional growth ........................................

33. My principal makes my work easier and more pleasant ........................................

38. My school principal understands and recognizes good teaching procedures ........................................

41. The lines and methods of communication between teachers and the principal in our school are well developed and maintained ........

43. My principal shows a real interest in my department ........................................

44. Our principal promotes a sense of belonging among the teachers in our school ........................................

61. My principal is concerned with the problems of the faculty and handles these problems sympathetically ........................................

62. I do not hesitate to discuss any school problem with my principal ........................................

69. My principal acts as though he is interested in me and my problems ........................................

70. My school principal supervises rather than "snoopervises" the teachers in our school ........................................

72. Teachers' meetings as now conducted by our principal waste the time and energy of the staff ........................................

73. My principal has a reasonable understanding of the problems connected with my teaching assignment ........................................

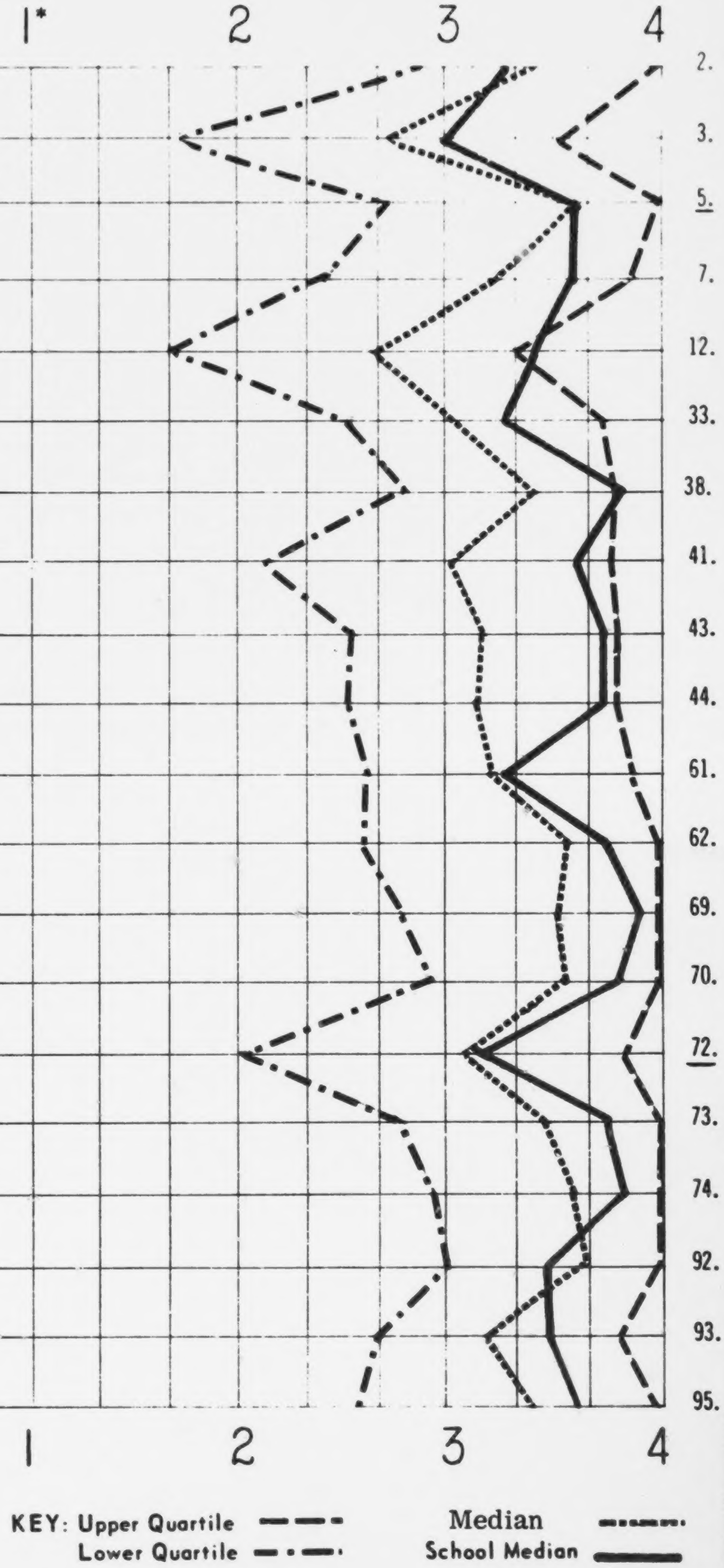
74. I feel that my work is judged fairly by my principal ........................................

92. My principal tries to make me feel comfortable when he visits my classes ........................................

93. My principal makes effective use of the individual teacher's capacity and talent ........................................

95. Teachers feel free to go to the principal about problems of personal and group welfare ........................................

## Median Scores



*When "Agree" is the keyed response, weights are: Agree 4; Probably Agree 3; Probably Disagree 2; Disagree 1. When "Disagree" is the keyed response, weights are: Disagree 4; Probably Disagree 3, Probably Agree 2; Agree 1.

**Underlined numbers indicate items keyed "Disagree"

N.P.

New Paris Elementary School

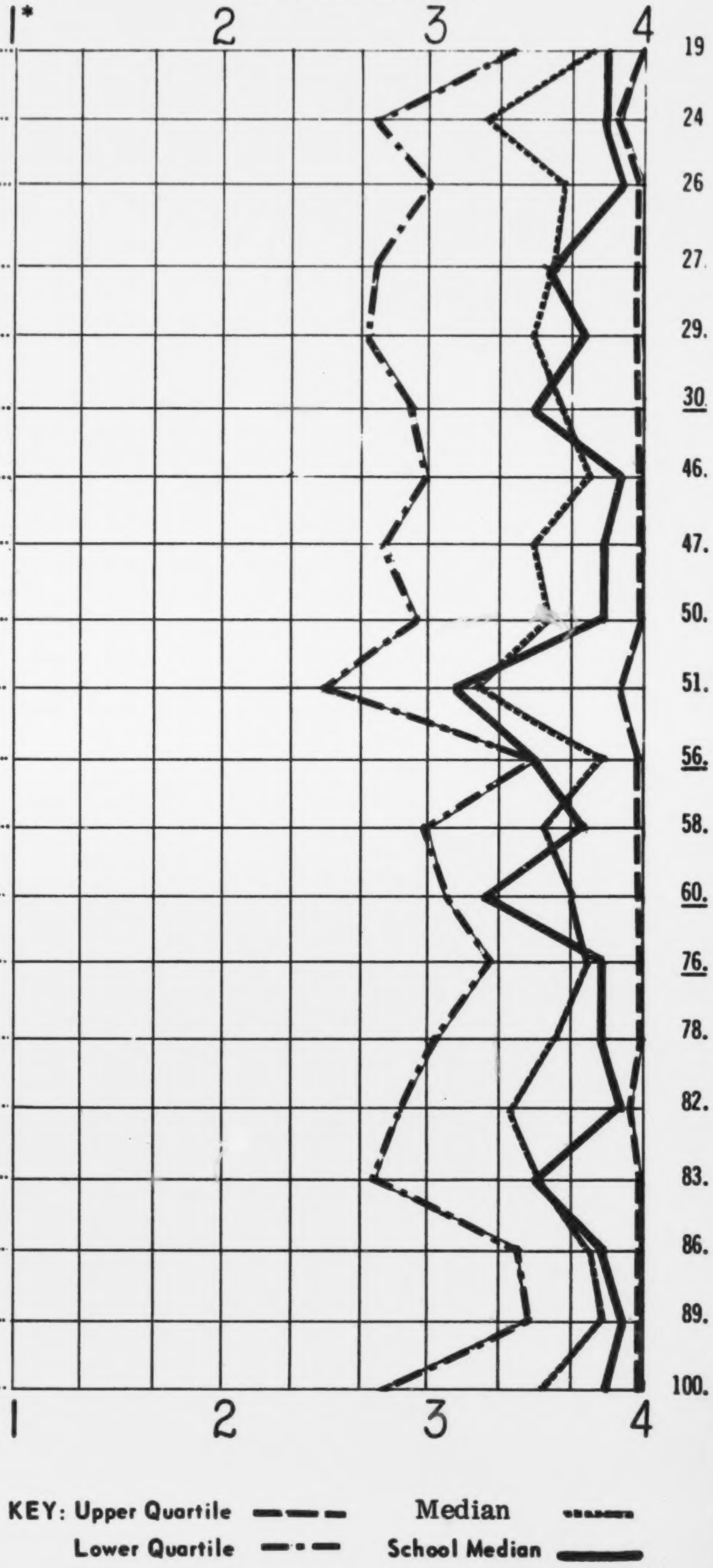
# SATISFACTION WITH TEACHING

ITEM NO.

## Opinionaire Items

19. Teaching gives me a great deal of personal satisfaction
24. Teaching enables me to make my greatest contribution to society
26. I love to teach
27. If I could plan my career again, I would choose teaching
29. I would recommend teaching as an occupation to students of high scholastic ability
30.** If I could earn as much money in another occupation, I would stop teaching
46. I find my contacts with students, for the most part, highly satisfying and rewarding
47. I feel that I am an important part of this school system
50. I feel successful and competent in my present position
51. I enjoy working with student organizations, clubs and societies
56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am
58. As far as I know, the other teachers think I am a good teacher
60. The "stress and strain" resulting from teaching makes teaching undesirable for me
76. Most of the actions of the students irritate me
78. My students regard me with respect and seem to have confidence in my professional ability
82. My students appreciate the help I give them witn their school work
83. To me there is no more challenging work than teaching
86. As a teacher, I think I am as competent as most other teachers
89. I really enjoy working with my students
100. I am well satisfied with my present teaching position

## Median Scores



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**Underlined numbers indicate items keyed "Disagree"

N.P.

New Paris Elementary School

# RAPPORT AMONG TEACHERS

ITEM NO. **Opinionaire Items**

18.** There is a great deal of griping, arguing, taking sides and feuding among our teachers ..........

22. Generally, teachers in our school do not take advantage of one another ..........

23. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives ..........

28. Experienced faculty members accept new and younger members as colleagues ..........

48. The competency of the teachers in our school compares favorably with that of teachers in other schools with which I am familiar ..........

52. Our teaching staff is congenial to work with ..........

53. My teaching associates are well prepared for their jobs ..........

54. Our school faculty has a tendency to form into cliques ..........

55. The teachers in our school work well together ..........

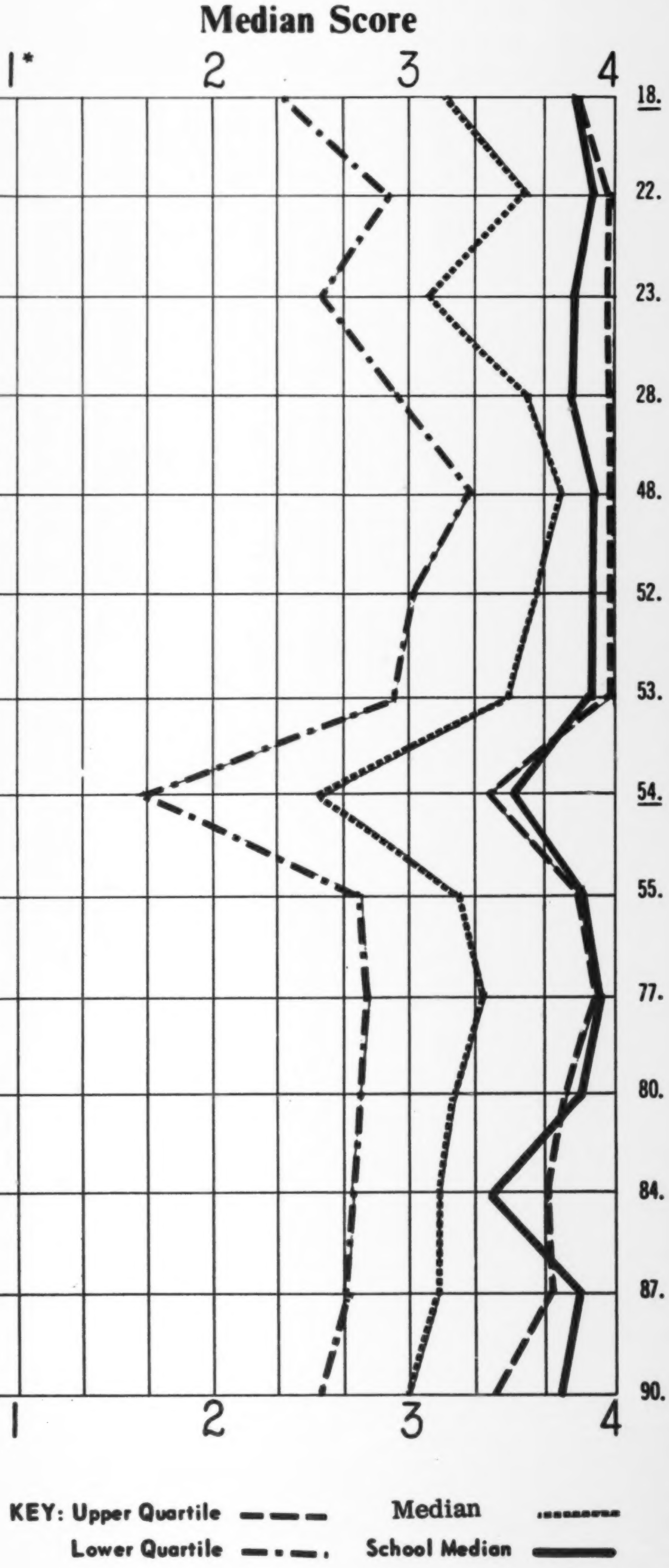
77. The cooperativeness of teachers in our school helps make my work more enjoyable ..........

80. The teachers in our school have a desirable influence on the values and attitudes of their students ..........

84. Other teachers in our school are appreciative of my work ..........

87. The teachers with whom I work have high professional ethics ..........

90. The teachers in our school show a great deal of initiative and creativity in their teaching assignments ..........



*When "Agree" is the keyed response, weights are: Agree = 4; Probably Agree = 3; Probably Disagree = 2; Disagree = 1. When "Disagree" is the keyed response, weights are: Disagree = 4; Probably Disagree = 3; Probably Agree = 2; Agree = 1.

**Underlined numbers indicate items keyed disagree.

NP

New Paris Elementary School

# TEACHER SALARY

## Opinionaire Items

ITEM NO.

4. The Faculty feels that their suggestions pertaining to salaries are adequately transmitted by the administration to the board of education ....................

9. I am satisfied with the policies under which pay raises are granted ....................

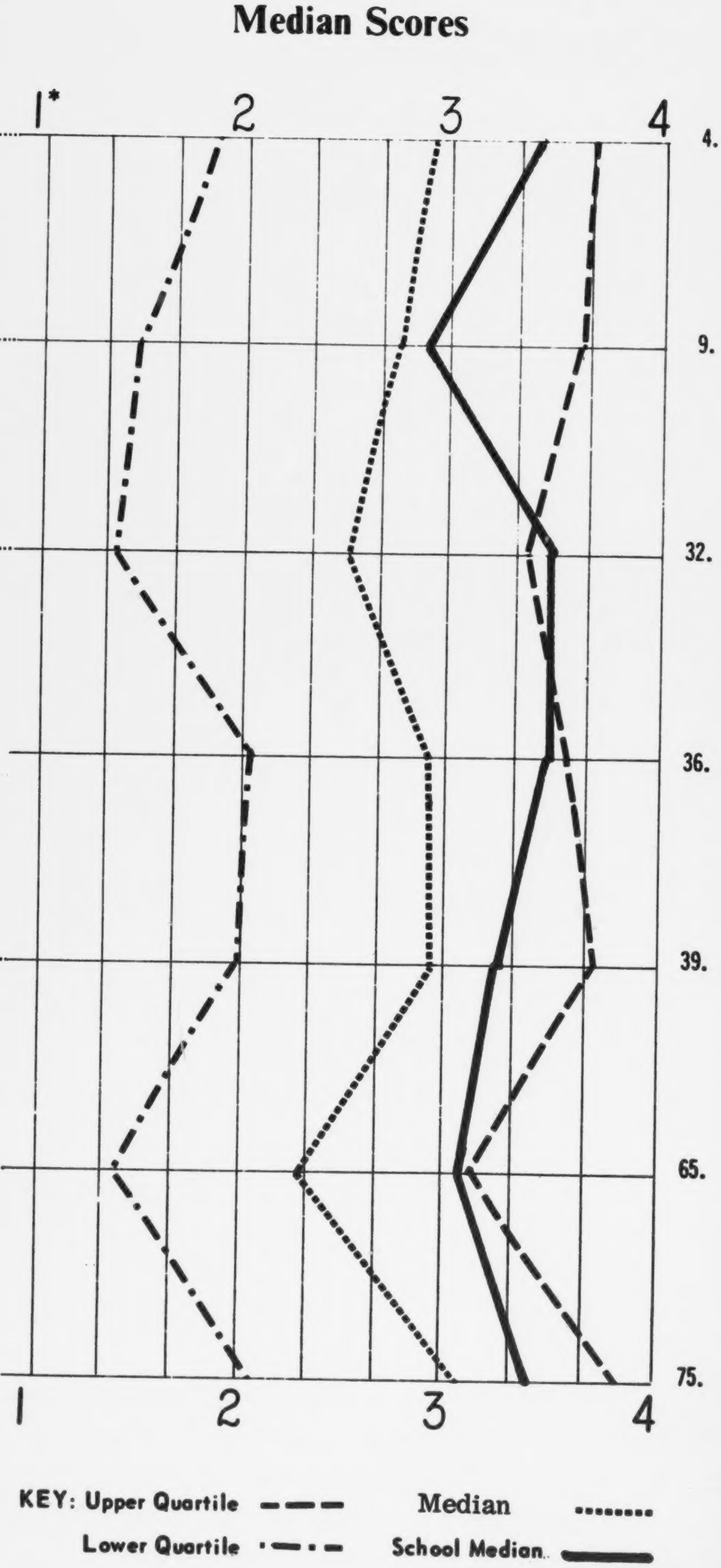
32. Within the limits of financial resources, the school tries to follow a generous policy regarding fringe benefits, professional travel, professional study, etc. ....................

36. Salary policies are administered with fairness and justice ....................

39. Teachers clearly understand the policies governing salary increases ....................

65. The salary schedule in our school adequately recognizes teacher competency ....................

75. Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar ....................



* Response weights are: Agree = 4; Probably Agree = 3; Probably Disagree = 2; Disagree = 1.

NP

New Paris Elementary School

# TEACHER LOAD

ITEM NO. **Opinionaire Items** **Median Scores**

1.** Details, "red tape," and required reports absorb too much of my time

6. Teachers in this school are expected to do an unreasonable amount of record keeping and clerical work

8. Community demands upon the teacher's time are unreasonable

10. My teaching load is greater than that of most of the other teachers in our school

11. The extra-curricular load of the teachers in our school is unreasonable

14. The number of hours a teacher must work is unreasonable

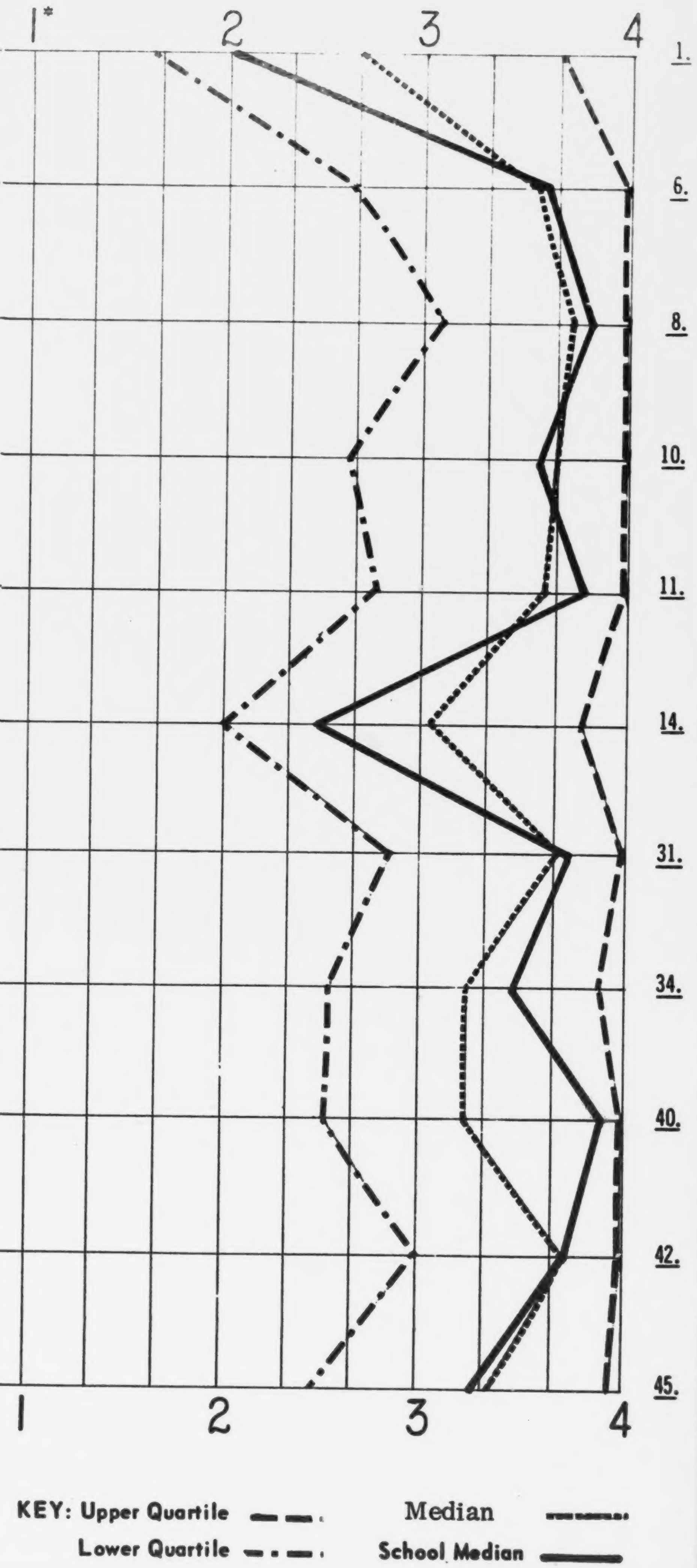
31. The school schedule places my classes at a disadvantage

34. Keeping up professionally is too much of a burden

40. My classes are used as a "dumping ground" for problem students

42. My teaching load in this school is unreasonable

45. My heavy teaching load unduly restricts my nonprofessional activities



*Response weights are: "Disagree" = 4; "Probably disagree" = 3; "Probably agree" = 2; "Agree" = 1.

**Underlined numbers indicate items keyed "Disagree"

NP

New Paris Elementary School

# CURRICULUM ISSUES

## Opinionaire Items

## Median Scores

ITEM NO.

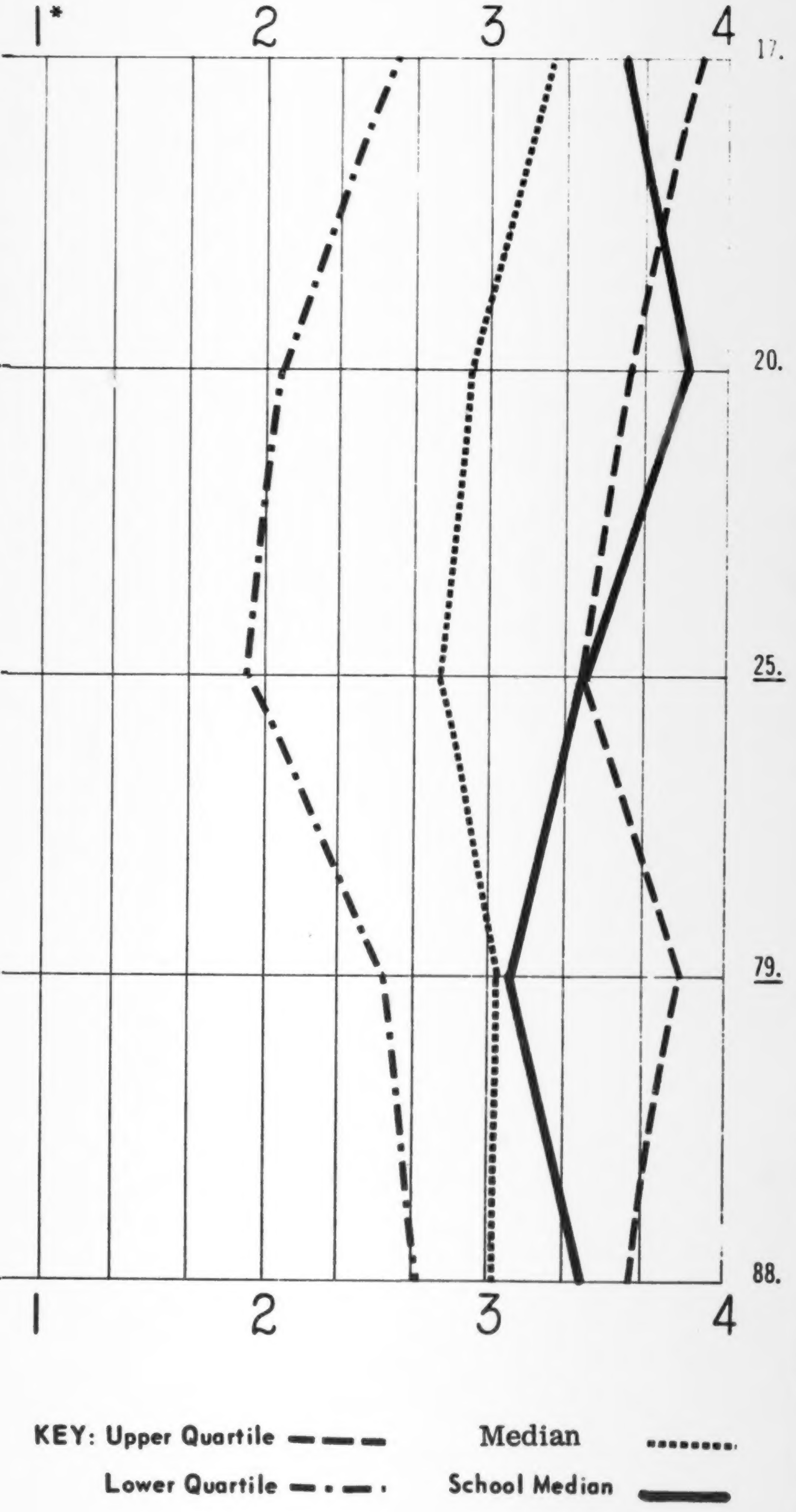
17. Our school has a well-balanced curriculum

20. The curriculum of our school makes reasonable provision for the student individual differences

25.** The curriculum of our school is in need of major revisions.

79. The purposes and objectives of the school cannot be achieved by the present curriculum

88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens



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**Underlined numbers indicate items keyed "Disagree."

NP

New Paris Elementary School

# TEACHER STATUS

ITEM NO. **Opinionaire Items**

13. My teaching position gives me the social status in the community that I desire ........

15. Teaching enables me to enjoy many of the material and cultural things I like ........

35. Our community makes its teachers feel as though they are a real part of the community ........

37. Teaching affords me the security I want in an occupation ........

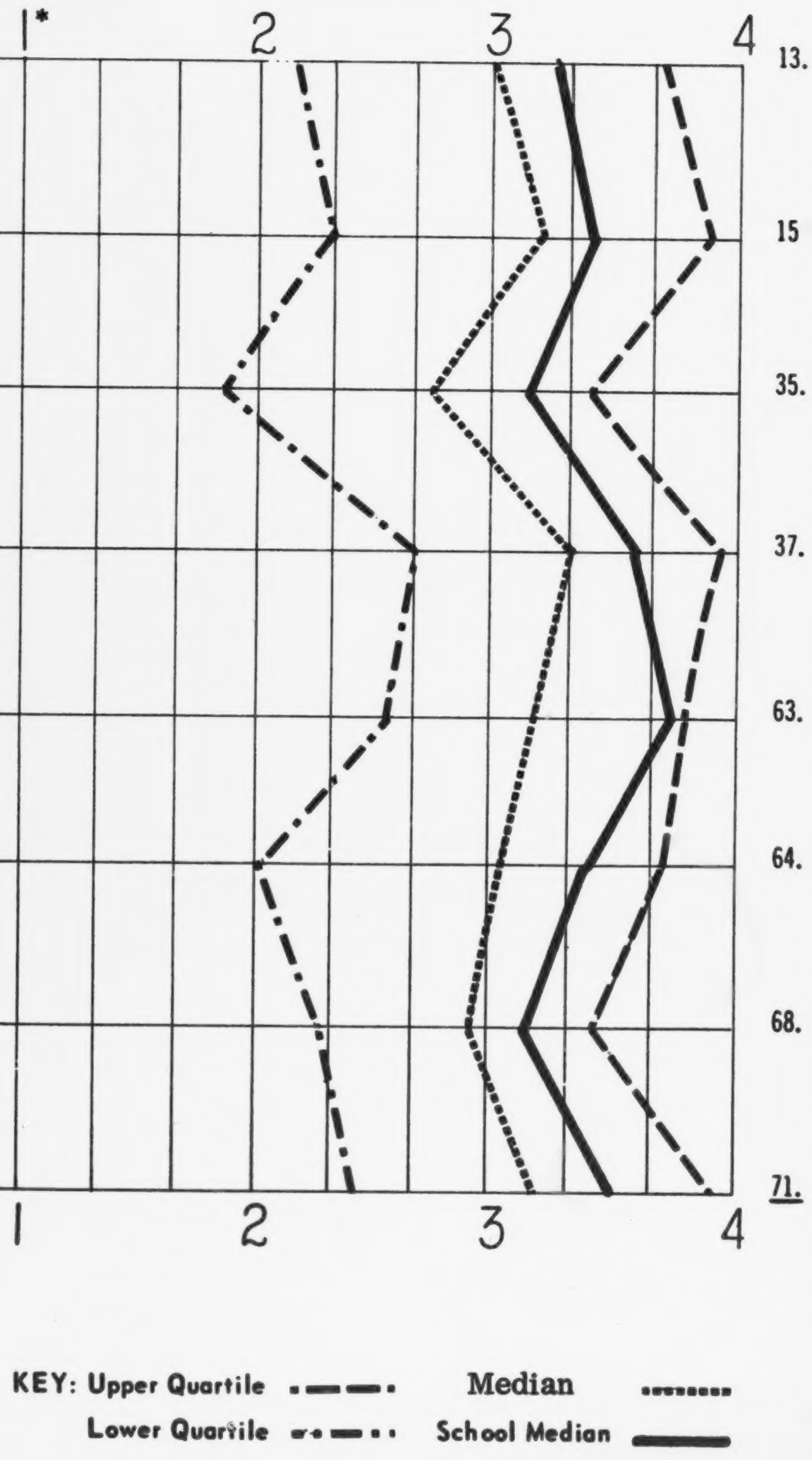
63. Teaching gives me the prestige I desire ........

64. My teaching job enables me to provide a satisfactory standard of living for my family ........

68. This community respects its teachers and treats them like professional persons ........

71.**It is difficult for teachers to gain acceptance by the people in this community ........

**Median Scores**



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**Underlined numbers indicate items keyed "Disagree."

N P

New Paris Elementary School

# COMMUNITY SUPPORT OF EDUCATION

## Opinionaire Items

ITEM NO.

66. Most of the people in this community understand and appreciate good education ..........

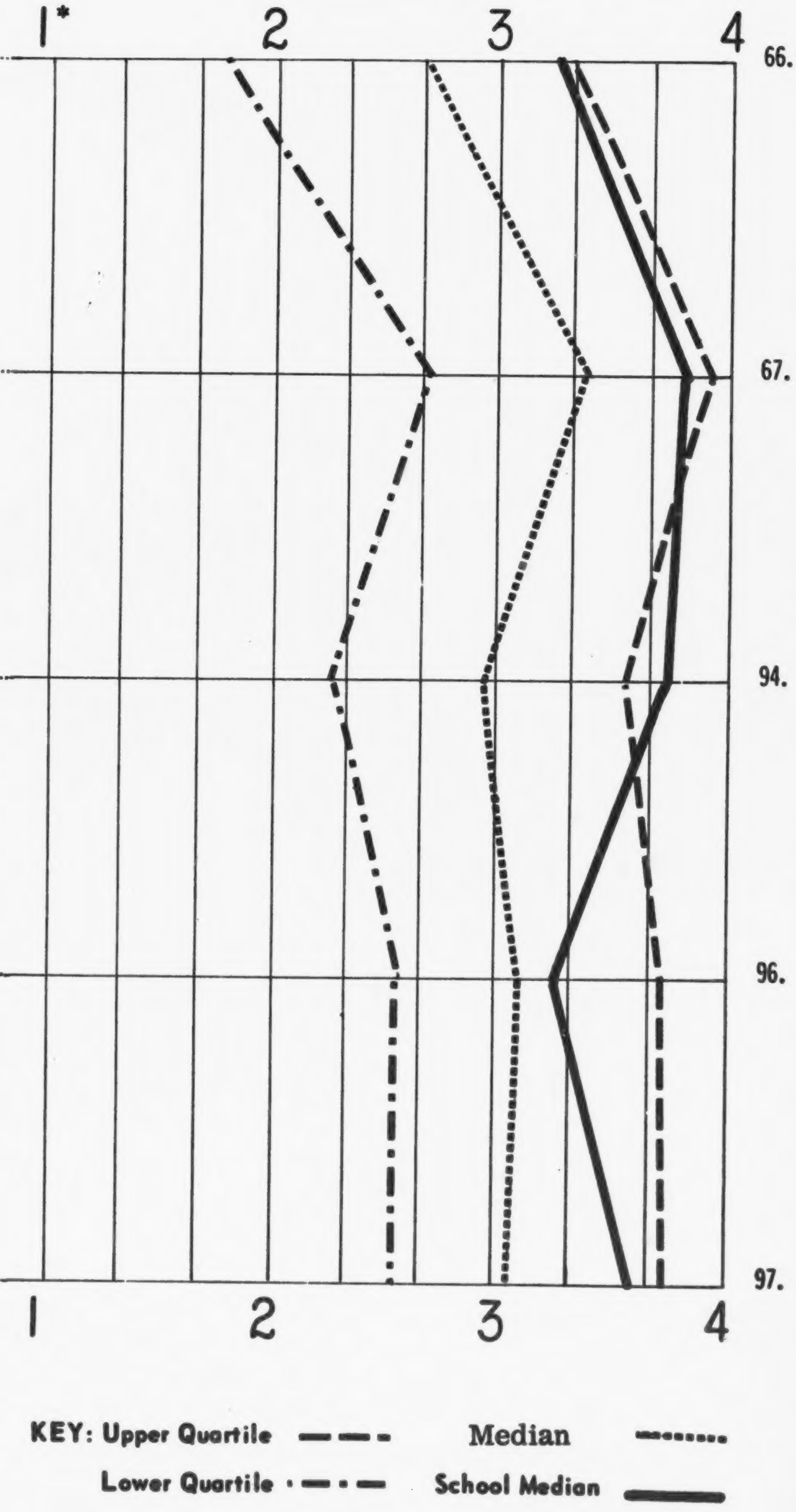
67. In my judgment, this community is a good place to raise a family ..........

94. The people in this community, generally, have a sincere and wholehearted interest in the school system ..........

96. This community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff ..........

97. This community is willing to support a good program of education ..........

## Median Scores



*Response, weights are: Agree = 4; Probably Agree = 3; Probably Disagree = 2; Disagree = 1.

NP

New Paris Elementary School

# SCHOOL FACILITIES AND SERVICES

## Opinionaire Items

## Median Scores

ITEM NO.

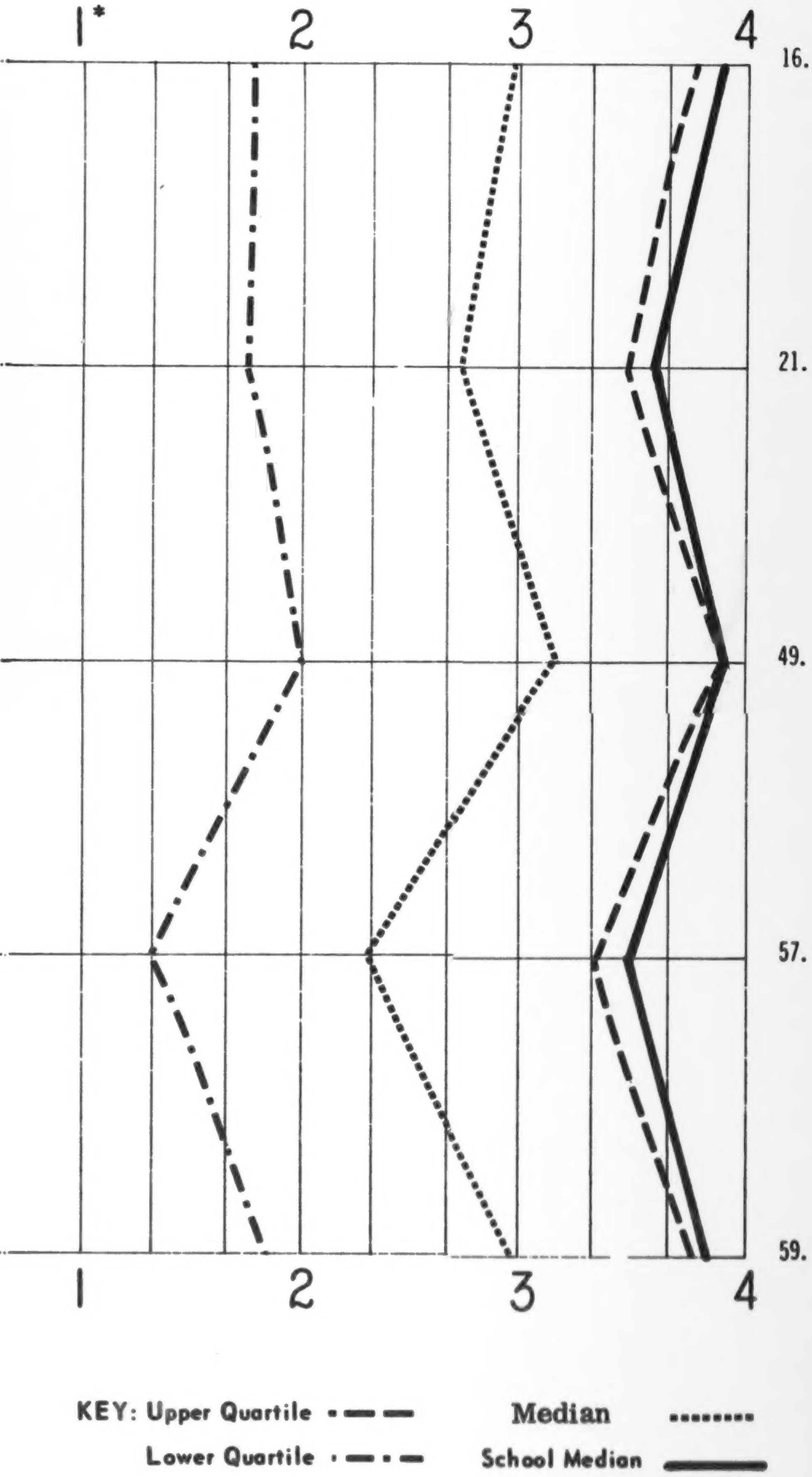
16. My school provides me with adequate classroom supplies and equipment ..........

21. The procedures for obtaining materials and services are well defined and efficient ..........

49. My school provides the teachers with adequate audio-visual aids and projection equipment ..........

57. Our school provides adequate clerical services for the teachers ..........

59. Library facilities and resources are adequate for the grade or subject area which I teach ..........



*Response, weights are: Agree = 4; Probably Agree = 3; Probably Disagree = 2; Disagree = 1.

NP

New Paris Elementary School

# COMMUNITY PRESSURES

### Opinionaire Items

### Median Scores

ITEM NO.

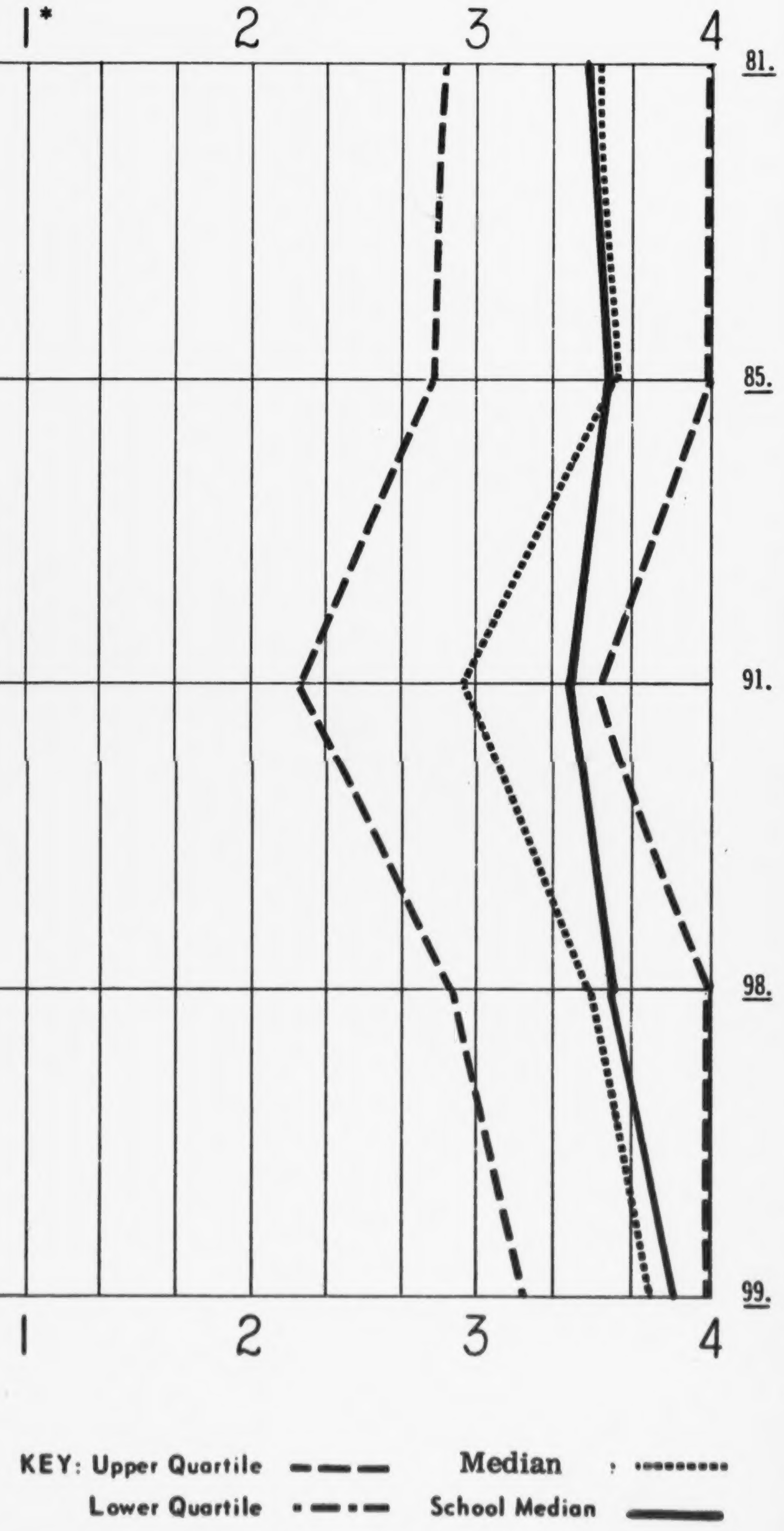
81.** This community expects its teachers to meet unreasonable personal standards ..........

85. As a teacher in this community, my nonprofessional activities outside of school are unduly restricted ..........

91. Teachers in our community feel free to discuss controversial issues in their classes ..........

98. Our community expects the teachers to participate in too many social activities ..........

99. Community pressures prevent me from doing my best as a teacher ..........



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**Underlined numbers indicate items keyed "Disagree"

NP

Conclusions:

The individual profiles for the three schools enables one to identify certain strengths and weaknesses in each situation. Ideally one would like to maintain or possibly improve the more favorable areas while correcting the weaknesses that have been identified. It must be kept in mind that the time factor is crucial when attempting to effect change in a group situation. When trying to change something as basic and complex as morale, not only must there be vigorous and enlightened effort, but such effort must be maintained for a sufficient time to allow the group processes to function and to produce tangible results. In many of the problem areas, the changes needed involve the superintendent, the school board, and the community. Such involvement, obviously, is a long-term enterprise.

Periodic checks on the level of teacher morale would provide a method of determining whether the efforts to improve the school situations were being realized.

EXHIBIT Y

## INVENTORY OF ADULT OPINION

The second community survey was sent to 300 randomly selected familes of the Jackson, Benton, and Clinton Townships. Sixty-three or 21 per cent of the surveys were returned. The survey has been utilized in other Title III Projects and was tailored by the Citizens Advisory Committee for this project.

The surveys that were returned are quite representative of the entire range of parents of children K-12.

### SUMMARY OF FINDINGS

The patrons reported that:

1. The patrons are about "half and half" satisfied about the district's schools.
2. They think that some teachers are doing the best job they can and some are not.
3. The classes use up-to-date textbooks and supplementary printed materials.
4. The classrooms are well supplied with audio-visual aides.
5. The teachers make a reasonable effort to get to know all of the children.
6. Some teaching methods are quite satisfactory and some are not.
7. Books, laboratory equipment should be changed more often than when the parent was in school.
8. The newest reference books should be purchased only if there are major changes.
9. Children are getting somewhat less out of their school work than it is reasonable to expect.
10. Most of the things being taught to the children are necessary that they learn them.
11. Parents are treated well when they visit school.
12. In general parents find out about their schools from students, including their own children.
13. The teaching of good citizenship, vocational and practical arts, and reading were the three areas where improvements need to be made.
14. The courses offered in the high school as elective are in general, quite satisfactory.

15. The extra-class activities vary according to the interests of the students but is quite satisfactory.

16. A dress code should be established for the high school.

17. Stricter discipline needs to be practiced in the high school.

18. Children are receiving the personal attention he needs under the present system.

19. Teachers do know the children well enough to understand his learning difficulties.

20. Teachers should adopt new courses after they have been proven successful in some experimental school.

21. Schools should organize their own programs for educating their own teachers to make them competent to teach [illegible]' courses and should continuously change courses and instruction to keep their offerings as "modern" or "new" as possible.

22. The processes of thinking, problem solving, and getting along with others are as important to teach as content and facts.

23. Schools should teach learning to learn, accepting change, and developing values and attitudes as a goal for a fine school.

24. The teacher should teach general principles that are basic.

25. After experimental schools have identified appropriate uses and expected results of electronic teaching aids, local schools should purchase selected service for programs that will supplement them or expand their programs.

26. A report card sent home on a regular basis with the major objectives or goals of each course clearly stated on the card with a mark to show how well the child is attaining each goal. A letter or numerical mark is also needed to show the student's total course progress.

27. Majority of financial support for schools must continue from the local level, but new sources must be found. These sources could be: (a) refund of federal taxes, (b) local gross income taxes, (c) local sales taxes, (d) refund of state taxes.

29. It is all right for teachers to try to negotiate working conditions and salary, but it is not all right for them to refuse to teach.

30. The principal is responsible for administering school policy only in his building or in programs that originate in his building.

31. There are adequate means and opportunities for the people in a community to express their desires to a principal, superintendent, or the school board.

## FAIRFIELD COMMUNITY SCHOOLS

## INVENTORY OF ADULT OPINION

The information requested in questions 1-4 is personal information that will be used in reporting the findings.

1. Which of the following statements best describes your relationship with your schools?

    1. 31 I am a parent of one or more children who now attend school.
    2. 4 I am a parent of one or more children who now attend school and I am also a teacher.
    3. 25 I am a taxpayer in the Fairfield Community Schools.

2. In what age group do you belong? (check one)

    1. 4 I am under 30 years of age.
    2. 31 I am in the 30-50 age group.
    3. 14 I am in the 50 or above age group.

3. Check the grade in which your oldest child now is enrolled (check only one for only the oldest child).

    1. 1 Kindergarten
    2. 6 Grade 1 or 2 or 3.
    3. 7 Grade 4 or 5 or 6.
    4. 7 Grade 7 or 8 or 9.
    5. 13 Grade 10 or 11 or 12.

4. Which job designation best describes your present status? (check one)

    1. 7 Housewife.
    2. 11 Farmer, farm mechanic, nurseryman.
    3. 2 Self-employed (I have my own business) in a service occupation such as beautician, barber, repairman, plumber, carpenter, service station.
    4. 9 Employed by someone other than yourself in a service occupation such as beautician, barber, repairman, plumber, electrician, service station, clerk, trucker.
    5. 12 Employed in industry, manufacturing, machinist.
    6. 1 Manager, banker, plan superintendent, junior executive, salesman (insurance, investments).
    7. 5 Professional accountant, county agent, dentist, physician, engineer, lawyer, nurse, teacher.
    8. 2 Owner of a business, retail store, manufacturing plant, motel, corporate senior executive.
    9. 2 Unemployed, retired.

---

From what you know or have heard, what is your feeling about each of the following statements or questions? If you have more than one child in school and need to limit your response to a particular school, always refer to the school that your oldest child is attending now.

5. In general, are you satisfied or dissatisfied with the school(s) in your district? (check one)

1. 8 Very well satisfied
2. 12 Satisfied
3. 15 About half and half
4. 5 Dissatisfied
5. 3 Very much dissatisfied

6. The teachers are doing the best job that they can. (check one)

1. 5 Strongly agree
2. 9 Agree
3. 27 Some are, some are not
4. 1 Disagree
5. 1 Strongly disagree
6. 8 I do not have an opinion

7. The classes, studies or school program uses up-to-date textbooks and supplementary printed materials. (check one)

1. 7 Strongly agree
2. 30 Agree
3. 5 In some classes but not in all
4. 0 Disagree
5. 0 Strongly disagree
6. 8 I don't know

8. The school classrooms, library, laboratories are as well supplied with up-to-date teaching aids (record player; TV receiver; recorders; movie, slide, overhead projectors; pianos, etc.) as are other public schools. (check one)

1. 13 Strongly agree
2. 23 Agree
3. 3 In some cases but not in all
4. 0 Disagree
5. 0 Strongly disagree
6. 10 I don't know

9. The teachers make a reasonable effort to get to know all of the children. (check one)

1. 4 Strongly agree
2. 21 Agree
3. 13 In some cases but not in all
4. 1 Disagree
5. 2 Strongly disagree
6. 7 I don't know

10. The teaching methods are quite satisfactory. (check one)

| | | |
|---|---|---|
| 1. | 1 | Strongly agree |
| 2. | 15 | Agree |
| 3. | 22 | Some are, some are not. |
| 4. | 3 | Disagree |
| 5. | 4 | Strongly disagree |
| 6. | 6 | I don't know |

---

This group of statements asks for your opinion. Please express how you feel about each statement without regard to whether or not your local school follows the practice described on the statement.

11. In today's schools, books and laboratory equipment should be changed more often than they needed to be when I, personally, was in school. (check one)

| | | |
|---|---|---|
| 1. | 13 | Strongly agree |
| 2. | 17 | Agree |
| 3. | 14 | In some classes but not in all. |
| 4. | 3 | Disagree |
| 5. | 1 | Strongly disagree |
| 6. | 3 | I don't know |

12. The school library should have copies of the newest reference books (encyclopedias, atlases, dictionaries). Since new reference books are published each year, the school should buy new materials each year. (check one)

| | | |
|---|---|---|
| 1. | 5 | Yes |
| 2. | 34 | Only if there are major changes. |
| 3. | 4 | Only to keep within the present decade (the 1960's). |
| 4. | 9 | Yes, for some, like encyclopedias; but, no, for others, like dictionaries. |
| 5. | 0 | Definitely not, children can get all they need to know from older reference books. |
| 6. | 0 | No, replace only when soiled or worn out. |

13. As you see your children or school youth in general, how much do you think they are getting out of their school work? (check one)

| | | |
|---|---|---|
| 1. | 9 | About all that it is reasonable to expect. |
| 2. | 19 | Somewhat less than it is reasonable to expect. |
| 3. | 18 | Many are not getting as much as they could. |
| 4. | 0 | Most are not getting as much as they could. |
| 5. | 5 | I have no opinion. |

14. In your opinion, are the things that children should be learning right now being taught to them? (check one)

1. 27 Yes, most of the things are.
2. 9 Yes, a few things are.
3. 9 Not as many things as could be.
4. 0 No, none or very, very few are.
5. 5 I have no opinion.

15. When you visit school, are you treated as well as you ought to be? (check one).

1. 15 Yes, by just everyone.
2. 14 Yes, by most everyone.
3. 5 It depends on circumstances.
4. 2 By a few but by no means by all.
5. 12 I have never visited in any of our schools, other than to attend a ball game or a public meeting.

16. In general, how do you find out what you know about your schools? (check all that you use)

1. 42 From students, including my own children.
2. 28 From what I hear around the neighborhood.
3. 31 From newspapers, radio, TV.
4. 29 From written messages sent from the school.
5. 16 From going to athletic games, school plays, band concerts.
6. 31 From talking to teachers and school administrators.
7. 17 From school board members.
8. 18 From visiting school.
9. 16 From attending PTA, parent nights.

17. In which of the following areas would you suggest that improvement be made in your school? (check as many as you need to)

1. 17 Teaching of reading
2. 9 Teaching of English (literature, composition)
3. 25 Teaching of good citizenship
4. 12 Teaching of mathematics, arithmetic
5. 3 Teaching of science
6. 9 Teaching of American history and government
7. 6 Teaching of art, music
8. 6 Teaching of physical education
9. 20 Teaching of vocational and practical arts courses
10. 1 Teaching of Spelling

18. In addition to the subjects required by the State for a minimum Program, the schools offer various elective courses. (Courses that the child may choose to take.) In your opinion, the elective courses offered in your school are: (check one)

    1. 15 In general, quite satisfactory.
    2. 12 Limited in number but are about all that can be offered.
    3. 0 Quite limited, particularly in academic courses.
    4. 2 Quite limited, particularly in the creative arts, art, music.
    5. 1 In general, limited and less than desirable for our children.
    6. 19 I don't know and have no opinion.

19. The extra-class activities are an important part of the total school program. Many research studies indicate that it is through the extra-class activities (athletics, dramatics, band, choir, school clubs, Future Farmers of America, and the like) that many of the more desirable personal qualities are developed. In your opinion, the extra-class program in your school (check one)

    1. 14 Is O.K., all children have some opportunity to participate in activities.
    2. 6 Is limited, most children have an opportunity to participate in activities.
    3. 15 Varies according to the interests of the students but is quite satisfactory.
    4. 5 Is available to a few but definitely does not provide equal opportunity for all.
    5. 1 Is inadequate, only the athlete or child whose parents can provide transportation or special privileges can participate.
    6. 7 I don't know and have no opinion.

20. Would you favor that a dress code be established for the high school? 39 Yes 6 No

21. Would you favor stricter discipline be practiced in the high school? Yes 35 No 9

22. Under the present system do you think your child is receiving the personal attention you desire he receive? Yes 22 No 14

23. Do the teachers know your children well enough to understand his learning difficulties? Yes 23 No 14

The following statements have reference to schools or education in general and not necessarily to your own local schools. Your response should reflect your opinion about schools in general and not necessarily about your own local schools.

24. There is now a trend toward reorganizing the old courses in mathematics, English, social studies, science, and other subjects into quite different courses of instruction. (Check the one statement that best reflects your opinion. Check only one response.)

1. 0 Teachers should be encouraged to adopt these "new" courses as soon as they are published.
2. 18 Teachers should adopt "new" courses after they have been proven successful in some experimental school.
3. 4 Teachers who have "kept up-to-date" and are competent to do so should adopt the "new" courses. Teachers who are less able should stay with the past, older established courses.
4. 18 With the rapid changes that are taking place in the world and will continue to take place, schools should organize their own programs for educating their own teachers to make them competent to teach "new" courses and should continuously change courses and instruction to keep their offerings as "modern" or "new" as possible.
5. 11 Since what is new today is old tomorrow, the schools had better select good, established courses of study and textbooks to support them and then let well enough alone.

25. As you probably know, knowledge--that which is known and published--is increasing at a terrific rate. To help children to know as much as they should or can learn about a subject is a desired educational goal. In your opinion, how should schools attain this goal? (Check each response with which you agree. Check as many as you need to.)

1. 37 Schools should teach learning to learn, accepting change, and developing values and attitudes as a goal for a fine school.
2. 18 It would be better to teach students a little about the many aspects of a subject than to teach him a lot about just one aspect of a subject.
3. 26 Schools should use as many texts and published sources as possible to permit a student to read and, hopefully, learn about as many aspects of a subject as he can and to go as deeply as he can into the subject.
4. 28 The conventional school subjects, English, social studies, science, etc., should be reorganized to include as much new knowledge as is practical to include.
5. 45 The processes of thinking, problem solving, and getting along with others is as important to teach as content and facts.

6. 5 The increase in knowledge has made subject titles meaningless, i.e., science, physics, geo-physics, bio-physics, molecular physics, etc. Therefore, schools should organize instruction without regard to instructional titles, i.e., biology, physics, British literature, American history, algebra, etc.
7. 4 If schools would teach the old, established courses like the ones I had when I was in school so that each child would learn all that he could about the subject, then students would know all that they would need to know.

26. We must agree that each school will teach the basic fundamentals. Beyond this, which one of the following statements is, in your opinion, the most important goal of instruction, i.e., the one thing above all else that a teacher should try to do for each student? Each statement is an important goal of the school. You are to choose the most important one. (Check one).

1. 4 To teach the facts.
2. 16 To teach general principles that are basic to understanding, i.e., the whole is equal to the sum of the parts; supply and demand affect cost.
3. 14 To teach how to learn whatever it is that one desires to learn.
4. 6 To teach how to do practical jobs that everyone needs to do.
5. 10 To teach how to get along with fellowmen.

27. We are living in an electronic age. Many leaders in education believe that schools ought to use every available electronic teaching aid (Radio, TV, computers, programmed instruction, tape recorders, etc.) (Check each of the following statements that reflect what you believe. Check all responses with which you agree. Check as many as you need to.)

1. 11 Schools should support the establishment of educational TV stations and should use TV programs for instruction in all appropriate grades.
2. 6 Schools should support commercial TV systems that will send good educational programs into each class room that is equipped to receive these programs. (support means to pay for programs)
3. 10 Schools should purchase individual electronic learning aids, commonly called computer or programmed instruction, for use of some students but should not use these programs for all students.
4. 9 Schools should recognize that electronic teaching aids require too large an original outlay of money and too large a sum for upkeep. Schools are better off to limit instruction to textbooks and other printed materials.
5. 23 After experimental schools have identified appropriate uses and expected results of electronic teaching aids, local schools should purchase selected service for programs that will supplement them or expand their programs.

28. Schools are responsible for reporting pupil progress to parents. Which of the following practices would you prefer? (Check only one response.)

1. __10__ A report card sent home on a regular schedule with a letter (A,B,C,D,F) or numerals (100, 95, 90, etc.) mark for each class or subject in which the student is enrolled.
2. __16__ A report card sent home on a regular basis with the major objectives or goals of each course clearly stated on the card and then with a mark to show how well the student is attaining each goal. In addition, I would like a letter or numerical mark that represents the student's total progress in the course.
3. __12__ Letter or numerical marks mean only what the teacher thinks they mean. Therefore, I would prefer that the teacher send a written statement on a regular basis in which he states the student's strengths and weaknesses and what the parents might do to be helpful to the student.
4. __8__ Since no written report can be as effective as a face to face discussion, I prefer that the school establish a regular program of parent-teacher conferences for reporting pupil progress to parents.
5. __0__ Frankly, reporting to parents does not make enough difference to be worth anymore time than giving the student his mark and credit at the end of the course, as they do in many colleges.

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This group of statements have to do with the administrative organization and financial support of schools. Again, you are requested to give your opinion about schools in general and not necessarily about your own local schools.

29. Sixty-five percent of the financial support for schools comes from local property taxes. The rest comes mostly from state income and sales taxes. A very small amount comes from federal sources. Schools will continue to cost more. In your opinion, where should the additional revenue come from? (Check only one response.)

1. __3__ The same as now, 65% local property taxes and 35% state taxes.
2. __7__ Hold at present levels or reduce local property taxes and increase state support.
3. __6__ Hold present local and state taxes at the present percent of the individual's support and get future increases from federal sources.
4. __0__ Reduce local and state support as quickly as possible by transferring responsibility to federal government.
5. __25__ The majority of the support must continue to come from local effort, but new sources of local taxation must be found to relieve property taxes. Some new local sources could be (a) refund of federal taxes for school support; (b) local gross income taxes; (c) local sales taxes; (d) refund of state taxes for local support.

30. At the present time there is a trend toward having teachers bargain for salary directly with the school board or through representatives or an authorized bargaining agent. Please check each of the following statements that represent your opinion. (Check as many as you need to.)

1. 5 Teachers have no right to join forces to negotiate salary and/or working conditions, i.e., number and size of classes, hours of work, extra-class duties.
2. 4 Superintendents are representatives of the school board and thus cannot represent teachers fairly.
3. 22 Superintendents are professional men assigned to work either directly or through principals with teachers and should and could represent teachers in dealing with the school board.
4. 31 It is all right for teachers to try to negotiate working conditions and salary, but it is not all right for them to refuse to teach, i.e., to strike, unless they resign.
5. 15 If teachers do not like what the school board and superintendent do, they should go elsewhere to teach.

31. Please check each of the following statements which, in your opinion, is a true statement, i.e., it fairly represents what you understand the job to be. (Check as many as you need to).

1. 13 The school board should run the schools.
2. 18 The school board has a published list of policy statements that serve as the rules or guidelines to be followed by all employed school personnel.
3. 7 The superintendent is responsible solely for the administration of board policy.
4. 7 The superintendent is responsible for making school policy and for seeing that this policy is carried out.
5. 32 The superintendent is responsible for recommending school policy to the school board.
6. 14 All school employees are employed by the school board upon recommendation of the superintendent.
7. 28 The principal is responsible for administering school policy only in his building or in programs that originate in his building.
8. 24 The school principal is responsible for developing the curriculum and improving the quality of the instructional program in his school.
9. 29 There are adequate means and opportunities for the people in a community to express their desires to a principal, superintendent, or the school board.